



New Horizons Charter Academy

Charter Petition

Submitted to the Los Angeles Unified School District

January 17, 2013

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AFFIRMATIONS AND ASSURANCES:

As the authorized lead petitioner, I, Susan Kumar, hereby certify that the information submitted in this petition for a California public charter school, to be named New Horizons Charter Academy (also referred to herein as “NHCA” or the “Charter School”), to be operated by the Dharma Educational Institute (“DEI”), and to be located within the boundaries of the Los Angeles Unified School District (“LAUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state and local laws and regulations that apply to the Charter School, including, but not limited to:

- The New Horizons Charter Academy will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other state wide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Ref. Education Code Section 47605(c)(1))
- Dharma Educational Institute will be deemed the exclusive public school employer of the employees of New Horizons Charter Academy for purposes of the Educational Employment Relations Act. (Ref. Education Code Section 47605(b)(5)(O))
- The New Horizons Charter Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- The New Horizons Charter Academy shall not charge tuition.
- The Charter School shall admit all students who wish to attend the Charter School. EC 47605(d)(2)(A)
- The New Horizons Charter Academy shall determine admission by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2) (B)
- The New Horizons Charter Academy shall not discriminate on the basis of the characteristics in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- The New Horizons Charter Academy will 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 American with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004.
- The New Horizons Charter Academy will meet all requirements for employment set forth in applicable provisions of law, including but, not limited to, credentials, as necessary. (Ref. Title 5 California Code of Regulations Section 11967.5.1. (f)(5)(C))
- The New Horizons Charter Academy will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. (Ref. Education Code Section 47605(1))
- The New Horizons Charter Academy will at all times maintain all necessary and appropriate insurance coverage, as specified in Element 6.
- The New Horizons Charter Academy will, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the New Horizons Charter Academy will notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- The New Horizons Charter Academy will maintain accurate and written records that document all pupil attendance and make these records available for audit and inspection. (Ref. Education Code Section 47612.5(a))
- The New Horizons Charter Academy will on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. (Ref. Education Code Section 47605(c))
- The New Horizons Charter Academy will comply with any jurisdictional limitations to locations of its facilities. (Ref. Education Code Section 47605-47605.1)
- The New Horizons Charter Academy will comply with all laws establishing the minimum and maximum age for public school enrollment. (Ref. Education Code Section 47612(b), 47610)
- The New Horizons Charter Academy will not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school, and making satisfactory progress toward high school diploma requirements.
- The New Horizons Charter Academy shall not require any child to attend the Charter School nor any employee to work at the Charter School.
- The New Horizons Charter Academy will comply with all applicable portions of the No Child Left Behind (NCLB) Act.
- The New Horizons Charter Academy will comply with the Public Records Act.
- The New Horizons Charter Academy will comply with the Family Educational Rights and Privacy Act.
- The New Horizons Charter Academy will comply with the Ralph M. Brown Act.
- The New Horizons Charter Academy will meet or exceed the legally required minimum of school days. (Ref. Title 5 California Code of Regulations Section 11960)

Sumathy (Susan) Kumar, Psy. D., Executive Director

Date

INTRODUCTION

Introduction

New Horizons Charter Academy will be a Los Angeles Unified School District public charter school that will serve students from grades **Kindergarten through eighth grade**. New Horizons Charter Academy was envisioned as a public institution to address the urgent need to alleviate the overflow of students to the neighboring elementary and middle schools in the **North Hollywood catchment area**.

Our research and communication with schools in our area and our conversations with community parents and other community members revealed that there is a great need to open a public charter school which will provide expanded educational support to the students and families in our area and adjacent communities. Our neighboring schools currently serve 90% - 100% of economically disadvantaged students of whom approximately 60% are English Learners. NHCA will help reduce class size to our neighboring schools. Our school will offer a lower teacher to student ratio than district schools in our area.

We aim to provide one teacher for every twenty students in grades K-2 and we will also provide each classroom with one teacher aide; in the upper grades we will provide one teacher and teacher aide for every twenty-five to thirty students. The approval of our charter will help make a great difference in reducing classroom size and providing families with a rigorous academic curriculum and expanded learning opportunities for their children.

New Horizons Charter Academy will prioritize the educational needs of our students through a charter school that will welcome students to a 21st century college-readiness curriculum in a technology-rich setting. Our school intends to serve students from various cultural and ethnic backgrounds of which **Latino/Hispanic comprise about 60% of the students living in the North Hollywood catchment area neighborhoods**. Our school will also serve students from the following cultures and ethnic groups in our area: **Armenian, Pacific Islander, African American, American Indian, Asian, and Caucasian**.

New Horizons Charter Academy will also welcome students from other adjacent areas until we reach capacity; NHCA will serve the instructional, social, and emotional needs students with disabilities who will be nurtured to thrive in the least restrictive environment.

New Horizons Charter Academy is committed to meeting the Legislative Intent behind the Charter Schools Act, as follows:

Improve Student Learning:

- Consistent school-wide emphasis on California Content and Common Core State Standards and alignment of all resources are reflected by the following:
 - Curriculum that is based on the California State Content Standards¹

¹ The Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State

- Instructional practices which are based on research and are continuously refined
 - Assessment practices that utilize research-based evaluation
 - Grading procedures aligned to California Content and Common Core State Standards
 - Peer collaboration regarding research-based instructional strategies which are consistently implemented across all grade levels
 - Professional development activities determined by results of student assessment and aligned to the New Horizons Charter Academy mission
 - Technology integration in core academic areas to improve student's level of understanding, and increase interest in learning
 - Monitor students' progress by informing parents of students' learning goals. Teachers will also use a weekly reports regarding behavior, work habits, and homework that includes teacher comments and parent comments who will be required to sign it
- **Expanded technology tools are available for both students and teachers:**
- Technology will be integrated throughout New Horizons Charter Academy . All the classrooms will have Interactive and SMART boards to provide instruction to reach students' multiple learning modalities, support struggling students at their level of performance, and challenge other pupils to advance to their next level of academic achievement.
 - Students will have a computer lab available to them for research, reinforcement, and word processing
 - All Students will have opportunities and will be supported to integrate technology into multi-media research and presentations across content areas
- **Greater consistency in art and music instruction with a focus on state content standards through the implementation of the following:**
- Part-time visual arts specialist provides instruction for all classes
 - Part-time music teacher provides weekly instruction for all classes
 - Partnership with California State University, Los Angeles will enable us to collaborate throughout the year to provide additional professional development in academic subject areas for teachers and aides in classrooms to improve academic support to our students
- **Students are held to high standards as reflected by consistent, clearly articulated, school-wide expectations:**
- *Homework Policy, Technology Code of Ethics, Textbook Contract and Student Responsibility Code* will be components of the *Home-School Contract*
 - Regular communication with parents by the Charter School staff:
 - * Parent Orientation conducted at the beginning of every school year for all grade levels
 - * Parent conferences to review student progress conducted 4 times a year; Standards-based progress reports
 - * Standards-based progress reports

Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation.

- * Periodic progress reports to report student progress toward mastery of California Content and Common Core State Standards
 - * Weekly student reports to communicate with parents regarding progress and areas for improvement
 - * Bi-annual student awards assemblies to recognize positive citizenship, achievement, improvement and attendance
 - * Parent Newsletter written by the Administrator to communicate current school events, progress, activities and State and Federal events that impact the New Horizons Charter Academy
 - * Parents will have access to their child's homework assignments, upcoming tests, learning benchmarks on the school's website as the means by which teachers work to keep parents informed about their children's classroom activities and requirements regarding homework
- **Increasing the level of parent participation and enhancing parenting skills to nurture and support student achievement will be emphasized:**
- Parent education classes will be scheduled at New Horizons Charter Academy which will focus on a productive relationship between parents and school staff to support students' learning at home and school, and welcome parents as partners.
 - California State University Los Angeles faculty will meet with the New Horizons Charter Academy parents to address topics and workshops relevant to student learning and parenting issues
 - Teachers will develop a plan to increase parent participation in student learning by using the cognitive coaching approach and provide parent workshops to increase parent participation
 - Our staff, university (CSULA), and community partners will collaborate to offer monthly workshops which will include culturally responsive education, Response to Instruction and Intervention Program, health awareness and nutrition, behavior modification/management strategies and approaches to nurture and motivate students, (i.e., ABC books to support academic, cultural, and environmental literacy)
 - Kindergarten teachers will develop parent workshops focused on modeling effective strategies to build phonemic awareness, health and nutrition, and oral language development activities.
 - Parent workshops on integrating technology as part of extended academic support at home (for parents who have computers and internet service at home; for parents who do not have either, they are encouraged to visit the public library at their convenience, especially on weekends) Parent and child/children practice using highly efficient programs such as starfall.com, a phonemic awareness and early reading program for K-1, or newly arrived students; mr.ankertests.com provides support in all content areas for K-7 grade students. Other educational websites will be recommended as well as varied parent resources in Spanish and English.
 - Our school will involve parents in Language Arts-Math-Science Night (4 PM – 6 PM). Our teachers will team up and collaborate to develop and present family-child workshops to improve support at home and build a school culture of learning
 - NHCA will offer parents after school student supervision, homework support, sports, and other enrichment learning activities through the services of LA's BEST and through grant-writing opportunities.

- Increased articulation within grade level teams and across grade levels:
 - o Grade level meetings for teachers are scheduled during the regular day while students participate in a psychomotor program planned by teachers, supervised by administrators and implemented by paraprofessionals
 - o Psychomotor time will be used to provide additional collaboration and articulation time (as needed) for teachers and staff.
- **Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as having special needs**
 - Class size maintained at an approximate average of twenty students in grades K through grade 2 and approximately twenty-five to thirty for grades 3-8.
 - A sixty-minute yoga and movement class offered once a week for all students.
 - At grade level meetings, teachers collaborate and analyze effective classroom intervention strategies to improve student learning; teachers also explore creative ways of collaboration with parents to share strategies that will engender student support at home.
 - Specific class schedule will be determined once personnel interviewed are hired
 - Visual and Performing Arts Program:
 - o Visual Arts:
 - A part-time visual arts specialist travels to all classrooms weekly, providing lessons aligned to the California State Content Standards for the Visual and Performing Arts.
 - invite families and community to Art Night when students showcase their activities through various formats that offer visual richness and understanding of covered VAPA standards
 - o Music Program:
 - A part-time music specialist travels to all classrooms weekly, providing lessons aligned to the California State Content Standards for the Visual and Performing Arts.
 - Students audition for school chorus

3. Encourage the use of different and innovative teaching methods:

- All classrooms will be equipped with SMART Boards and curriculum software (Hatch software for Kindergarten, and other as discussed herein) to assist teachers in making learning meaningful, stimulating, and relevant while encouraging student participation during lessons
- All classrooms and all students have supervised access to the Internet, and state-of-the-art educational technology, such as SMART Boards, flat screen computers and iPads
- Technology will be used as a tool to motivate students into making multi-media presentations that expand their skills and nurture their creativity and imagination
- Technology will enable students to expand their ability to support textbooks with available resources from the internet and educational websites in particular that can promote mentorship and competitiveness

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:

- New Horizons Charter Academy teachers will participate in local, state and national conferences, workshops and seminars, as resources allow.
- NHCA will promote and support our teachers' pursuit of academic research to explore effective instructional practices and strategies that will expand and enhance the effectiveness of the learning programs they are responsible to teach
- Once per month, during grade level meetings, teachers will take turns to share research findings that strengthen and address students' academic needs; possible research topics may include differentiation, Response to Instruction and Intervention, English Learners' academic intervention, vocabulary support, enrichment, assessment, integration of technology, and other content areas
- Teachers will collaborate and provide peer assistance to one another.
- Student achievement data provides additional insight into teacher effectiveness and will be utilized as one of the components in the teacher evaluation process.

5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

- A parent orientation will be held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students:
 - o Standards brochures will be created for each grade level which will outline California Content and Common Core State Standards in language arts, mathematics, science and history/social science
 - o The Home-School Contract clearly delineates the responsibilities of the family and the responsibilities of the Charter School
 - o Bilingual (Spanish-English) materials will be available for parents who do not speak English
- Parent education opportunities will be available at New Horizons Charter Academy.
- Parent/Community involvement opportunities are available as needed throughout the school year to discuss Charter School plans and events.

6. Hold the New Horizons Charter Academy accountable for meeting measurable positive student outcomes, and provide the charter school with a method to change from rule-based to performance-based accountability:

- NHCA will assess student outcome data quarterly, as described more fully in Elements 2 and 3 below

7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools:

- New Horizons Charter Academy will strive to attract a large number of students from the local community. We will achieve this goal by disseminating the following elements of our school:
 - o New, stimulating learning facility with the state-of-the-art technology available for every student
 - o Implement a rigorous instructional program to prepare students to succeed academically

- Provide after school intensive academic support to assist students in developing reading, writing, and math skills
- Offer after school opportunities for students to engage in enrichment classes utilizing technology to advance their writing and speaking skills (i.e., plan a project, select mode of presentation which includes writing, and present orally and answer Qs & As)
- Integrate after school care (such as the services LA's Best provides) program that will offer students opportunities to learn Chess, do science projects, become involved in sports, and assist with daily homework support Plan opportunities for parental involvement within a school culture of safety, respect, inclusion, and motivation

Commitment

Members of our New Horizons Charter Academy community will provide their active involvement in state, city and community groups, agencies and foundations which have common goals for the reform and improvement of education and the improvement of our city and communities. Members of the DEI Board of Directors will be attending Chamber of Commerce gatherings to promote educational awareness and to network with local business owners to further education in the community. The Charter School will be joining California Charter Schools Association ("CCSA"). Administration staff and teachers will attend workshops, training and meetings hosted by CCSA. Charter School personnel will continue to share best practices and will collaborate systematically with the District for the benefit of all children. Charter school personnel will share their experience with developers and existing schools to ensure the continuance of quality charter schools.

Element 1 – The Educational Program

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

School Information

The address of the Charter School is: 5955 Lankershim Blvd, North Hollywood, California 91601

The phone number of the Charter School is: (818) 655-9602.

The contact person for the Charter School is: Sumathy (Susan) Kumar, Psy.D.

The term of this Charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is K-8.

The number of students in first year will be approximately 150.

The grade levels of the students in the first year will be kindergarten through sixth grades.

The scheduled opening date of the Charter School is: August 5th 2013

The admission requirements include:

California state residency is the only requirement for enrollment at the New Horizons Charter Academy. The Charter School will admit all students who wish to attend the New Horizons Charter Academy, subject only to capacity.

The enrollment capacity is: 300 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be August 4, 2013 to May 30, 2014.

The bell schedule for the Charter School will be 7:55 am – 3:30 pm. (Please refer to daily class schedule below.)

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

Our Vision

At NHCA we believe every student is gifted, and we will provide all of our students with a rigorous and comprehensive, multi-disciplinary standards-based instructional program in all content areas; we value each one of our school community members and we will build on the cultural and linguistic backgrounds each individual brings with him/her. NHCA’s educational focus will be to provide all of our students with academic equity and solid foundations in science education, technology, and oral and written academic English skills so they become college prepared and career ready.

We, like “Most scholars believe that instruction in academic English — done early, consistently, and simultaneously across content areas — can make a difference in English learners’ ability to understand the core curriculum,” Academic Language and ELLs, U.S. Department of Education <http://www.readingrockets.org/article/28880/>

We endeavor to achieve our vision to increase students' academic achievement by implementing research-based, standards-based instruction with an embedded technological support component throughout the curriculum, and developing NHCA as a community-centered school where we value partnering with our students' families and/or legal guardians, community members, and LAUSD personnel; our partnership with California State University Los Angeles' staff will provide systematic professional collaboration to support and strengthen our staff's professional skills that will help make a difference and improve the quality of the education and services we will provide our students. Our collaboration will enable us to nurture the educational, social, and emotional needs of our student community.

Our Mission

New Horizons Charter Academy is committed to providing our students with a comprehensive education that will utilize state of the art technology, including but not limited to, SMART boards, flat screen computers, and iPads to support K-8 academic instruction that will nurture and prepare students so they develop 21st century skills from the onset. NHCA is highly committed to providing our students with a wide range of the educational strategies, programs, and tools that will motivate, meaningfully engage, systematically support, and continuously challenge them as individuals to develop critical thinking, collaborative, creative, mathematical, technology, and social skills so they become college-prepared and career ready.

To achieve our mission to educate our students to be 21st century global learners, NHCA aims to incorporate the following key elements to ensure their academic success:

1. **Offer** a multidisciplinary academic instructional program using state-of-the-art technology in every classroom which will implement the **California State Standards**; the **Common Core State Standards** will be fully implemented by 2014-15 to guide our instruction to prepare students to develop 21st century global skills; Our commitment is supported by the research of Nicole Pinkard, founder of Digital Youth Network, who asserts that "A nice side effect is that these skills are now helping some students get into highly competitive selective enrollment schools. Their media portfolios are their calling cards," <http://spotlight.macfound.org/blog/entry/wbez-profiles-pinkard/>.
2. **Provide** students with a **multi-disciplinary curriculum** which will address individual students' needs by **incorporating the following sound academic practices**:
 - a. multiple intelligences as contemplated in Intelligence Reframed: Multiple Intelligences for the 21st Century, Gardner (1999), Backward Planning instructional approaches in Understanding by Design, 2nd Ed., Wiggins & McTighe (2005);
 - b. applying effective strategies (i.e., providing students with prompt and immediate academic feedback) recommended in Classroom Instruction that Works, Marzano, Pickering & Pollock (2001);
 - c. implementing Zwiers & Crawford's (2011) five skills that focus and deepen academic conversations since "...these are the skills that empower students to communicate well...in whole class discussions, small groups, workplace meetings, social gatherings, and family interactions," as developed and articulated in Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings, (p. 2);
 - d. also, to increase critical thinking skills and English oral participation in core subjects utilizing questioning strategies for inferential and elaborative probing to promote comprehension as articulated in The Art and Science of Teaching, Marzano (2007);

- e. assisting struggling students with innovative strategies from Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension Willis (2008); and
 - f. another helpful resource we will tap into is Marzano Research Laboratory (online) to avail ourselves of additional formative tools such as Proficiency Scales to monitor students' language arts progress (<http://marzanoresearch.com>).
3. **Embed technology** into our daily interdisciplinary instructional program to differentiate, complement, and enrich our academic instructional support to all our students. By showing the lesson on the computer using Microsoft Powerpoint or a web browser, the teacher can bring in supplemental research and material to embellish the lesson. The teacher may use an educational video to emphasis points and deepen the learning experience for the students.
 4. **Expand learning opportunities for students and parents** through after-school learning activities which will vary from utilizing technology (for example, in the form of SMART Boards, flat screen computers and iPads) for a variety of projects which will include research, develop power-point presentations, content-specific activities such as practicing Language Arts or math skills; provide English Language support for students as well as for parents; offer homework support, sports practice; our staff will foster and support establishing stimulating opportunities to participate in a chess, oral debate, math, science, or creative writing after-school club.
 5. **Partner** with faculty from the Charter College of Education at California State University, Los Angeles; partner with members from the North Hollywood Arts District (NOHO), Burbank, and Banking community members in North Hollywood to benefit our students from the resources our partners will bring to NHCA.
 6. **Embrace our students' parents, family, and legal guardians** to be integral members of our school where they can participate as their time permits to share their talents, culture, language, and expertise with our student body. Interested parents will have on-going opportunities to become involved in our school, and our staff will nurture their involvement by supporting and collaborating with them to plan presentations after school or to present during school hours to compliment particular lessons or units of study; we aim to increase parental involvement and familial pride in our parents' lives so that they know they are valued members of our school community. Our school's approach to increasing parental involvement is supported by extensive academic research: Banks, and McGee Banks (2012) relate successful strategies that have been used to increase parental participation, especially for parents and families of Culturally and Linguistically Diverse (CLD) students; specifically, they refer to attracting parental participation in schools that follow a community centered approach in which the school is the center of all activities, and a full service model where the school is the place where parents and families find a wide range of services and support for the varied needs of their households and children. When families were integrated and welcomed into the school culture, their participation increased dramatically as evidenced by parental representation in school councils and learning activities.

Teachers will collaborate to articulate and develop school-wide theme projects or units in which there is connecting of core subjects to the study of a relevant subject that facilitates the integration of more than one core content area. Teachers do not need to implement blue-print models of the same unit, but know that they can connect with what other classes and grades are investigating. Teachers at the charter school may discuss and collaborate on having time to celebrate their findings/ projects/learning. A museum-style set up in the auditorium could be another way for students to display their academic work to celebrate learning and invite the school community to visit and view their projects...and after school event may work very well because of many working parents. There is ample academic research

that supports this multidisciplinary approach because the human mind learns best when presented with opportunities to learn using more than one intelligence and using rich materials.

As we grow our school community, we will extend a range of services available for parents, legal guardians, and extended family, such as CPI training for special needs parents, nutrition classes, cooking, English classes for parents, to follow the model of a school centered community. Our growth and our interactions will be guided by multicultural research that supports and increases family involvement.

Implementation Plan of the Common Core State Standards

Phase 1 2013-2014	Begin implementation Grade K
	Begin implementation of Literacy Standards in all content areas for grades 3-8
	Begin implementation of Rich and Complex Text and Informational Text for grades K-8
Phase 2 2014-2015	Full implementation in Grades K-1
	Full implementation of Literacy Standards in all content areas for grades 4-8
	Continue implementation of Rich and Complex Text and Informational Text for grades K-8
Phase 3 2015-2016	Full implementation Grade K-2
	Continue implementation of Literacy Standards in all content areas for grades 4-8
	Continue implementation of Rich and Complex Text and Informational Text for grades K-8
Phase 4 2016-2017	Full implementation of Common Core State Standards for grades K-8

New Horizons Charter Academy will provide professional development on a continuous basis to analyze the various Common Core State Standards' Modules similar to how LAUSD has approached its Professional Development for teachers and school administrators. We will foster collaboration amongst our staff, and will establish ongoing communication with personnel from LAUSD to support the full implementation of the California State Content Standards and the Common Core State Standards at the Charter School.

New Horizons Charter Academy Goals

School-wide Goals:

1. To establish a community of 21st century learners where each one of our members feels invited and welcomed to a school culture where they feel safe, supported, motivated, and challenged to achieve and thrive academically, socially, and emotionally. At NHCA we aim to increase standardized test scores annually by at least 10 percentile points above LAUSD's schools average.
2. Design an effective and systematic academic intervention program to provide intensive support for each student performing below the 25 percentile in Language Arts so that they advance to the next performance level of achievement.

3. To enable students to become self-motivated, competent, and lifelong learners.
4. Incorporate daily in-class reading (Drop Everything And Read, "DEAR") for 20 minutes and engage for 10 minutes in critical analysis using writing journals to interact in understanding various genres literary elements.

Teacher Goals:

1. Increase standardized test scores over the term of the charter above District's average
2. Design an effective and systematic academic intervention program to provide intensive support for each student performing below the 25th percentile so that our students advance to the next level of academic achievement.
3. Support every student to develop the academic competencies of a 21st century educated global learner to succeed in high school and college.
- 4.
5. Improve students' writing competencies through the use of technology across content areas as they pursue grade-level benchmarks, delve into self-selected research projects, and develop confidence in their oral presentation skills of written/multimedia projects.

Teacher Goals:

1. Implement ongoing opportunities to conduct educational research, collaborate with peers, develop and implement effective instructional practices to address data-driven student needs.

Administrative Goals:

1. Provide our teachers with the Professional Development and support needed to implement the Common Core State Standards by 2014-15.
2. Increase parental and legal guardians' participation and involvement in our school through planned activities and encouraged volunteering of 3-4 hours per month (for families who cannot donate time to participate in the classroom, other family members can volunteer)

Educational Program

NHCA's educational program has been influenced, among other theorists and educational research, by the educational/theoretical foundations of Vygotsky's Zone of Proximal Development (1978), Freire's Critical Pedagogy (1962), Piaget's Cognitive Theory of Child Development (1970), Gardner's Multiple Intelligences Theory which helps to identify the specific talents children exhibit (1999), Goleman's Emotional Intelligences (1995), , Wiggins & McTighe's Understanding by Design (Backwards Instructional Planning) (2005), Marzano's questioning that promotes comprehension in the Art and Science of Teaching (2007), to provide pedagogical support to offer our students a sound, effective, and differentiated approach to addressing their academic, linguistic, intellectual, cultural, social and emotional needs.

Our instructional design to support, monitor, and differentiate the academic, social, and linguistic needs of our ELs integrates research-based approaches recommended by the California Department of Education (2010): Improving education for English Learners, and will follow the English Learners Master Plan and teaching modules to guide, instruct, and monitor our ELs' academic progress. We will be guided by Dweck's research on promoting long term success by providing students with meaningful work so that "...teachers praise the learning process rather than students' ability, convey the joy of tackling challenging learning tasks, and highlight progress and effort" Educational Leadership/September

2010, p. 20. The research by Ehri, Dreyer, Flugman & Gross (2007) offered instructional understanding about three effective approaches to support struggling ELs and other students experiencing learning difficulties: 1) most successful readers improve from reading at 98% or higher accuracy (correct words read by high readers who make about 2% of reading errors and correctly read a passage with 98% success rate), 2) struggling students who received small group reading support from the teacher, rather than a paraprofessional, accelerated their reading abilities, and 3) "Self-selected reading activity seems to be about twice as powerful at generating reading development as teacher-selected reading," Allington, p. 43 in Educational Leadership/March 2011. www.lausd.net/gate, The Thinker, and www.cde.ca.gov/sp/gt/gt/ will provide support and guidance to address the identification and instructional needs of our Gifted and Talented Education population. Hyerle's (2004) school-based research on using Thinking Maps as effective visual tools to make instruction comprehensible are integrated in the instruction of all content areas at NHCA. Nicole Pinkard, John Seely Brown, and Hall Davidson's research and expertise will serve to enlighten our staff's effective integration of digital technology in daily academic instruction.

Specifically, at New Horizons Charter Academy all members of our community are responsible for the school-wide implementation of our mission, vision, and goals, as follows:

- The New Horizons Charter Academy community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.
- The New Horizons Charter Academy community will work cooperatively and collaboratively to create a child-centered environment that is safe, free of violence, drugs and harassment, in which all partners are empowered by their own sense of ownership and responsibility to the charter school.
- The students, parents and employees of New Horizons Charter Academy will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity.
- The employees of New Horizons Charter Academy will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The staff will motivate students of New Horizons Charter Academy to actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards attainable through self-monitoring individual academic goals.

Target Student Population

NHCA is designed to serve students in grades K-8 who would be at risk of achieving below basic proficiency in state examinations. Our school will attract children of parents who seek an alternative to their current educational choices; who desire an innovative instructional program (provide technology enrichment across content areas to scaffold and challenge the students to utilize and innovate to compete globally), which includes a multidisciplinary, technology-embedded extended school-day approach to learning; and who share the vision of the Charter School. The North Hollywood area is intended to be the principal source of students attending the Charter School. Students will be challenged to utilize technology in their daily instruction to increase their expertise to incorporate it and manipulate it when doing power point reports that will require learning how to develop various

formatting documents, importing images and video hyperlinks, using the features of the smart boards to enhance their presentations that can be accessed through wireless internet service. Students will be able to access Wall Street data in the analysis of math projects as they relate to local economies and relevant social issues. Core content is more interactive using technology tools in exploring science topics such as global warming and its impact on humans, animals, and ecological implications. Technology utilizations will foster the development of global skills that relate to the critical analysis of informational text, visual text, and evaluating the resources they will use from different perspectives. Once students become familiar on how to use the technology tools available to them, teachers may tap into resources that can help students while challenging them on expanding their expertise and utilization of technology as a learning tool.

Our school will be a community-centered school with a small population of students in order to offer students and parents a more personalized approach to joining our school community. There is ample research which supports the small school approach to successfully involving parents in the overall education of their children, thus we anticipate our success will be the direct result of consistently using data analysis results to monitor student learning, providing intensive academic support to Tier 3 students, and working more closely with parents, legal guardians, LAUSD, and community members to ensure the success of all our students.

The Charter School seeks to establish an elementary and middle charter school to provide a choice for families in the North Hollywood area where many of the elementary schools are consistently performing at low levels. The Charter School will enroll approximately 20-35 students per grade per year, beginning with kindergarten through 6th grade, with an end goal of educating approximately 293 students annually by the end of the first charter term in grades K-8.

The following chart illustrates NHCA's grade build out plan for the first charter term:

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
K	20	20	20	20	20
K/1		20	20	20	20
1	20	20	20	20	20
2	20	20	20	20	20
2/3		20	20	20	20
3	20	20	20	20	20
4	25	34	34	34	34
5	25	34	34	34	34
6	25	35	35	35	35
7		35	35	35	35
8		35	35	35	35
Totals	155	293	293	293	293

In accordance with Education Code Section 48000, if the Charter School receives apportionment for students in a transitional kindergarten program, it will create and offer a transitional kindergarten program.

Below, please find the District's demographic information chart:

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Maurice Sendak Elementary	766	No	Year 2	Yes	Yes	773	5	8	96	11	43	90 Hispanic or Latino	4 White	3 Black or African American
Oxnard St. Elementary	498	No	Year 3	Yes	Yes	777	4	6	100	16	32	91 Hispanic or Latino	3 White	2 Black or African American /Asian
Lankershim Elementary	437	No	Year 5	Yes	Yes	786	4	6	100	8	36	80 Hispanic or Latino	9 Black or African American	5 White
Toluca Lake Elementary	444	No	No	Yes	No	837	7	8	80	10	18	72 Hispanic or Latino	18 White	7 Black or African American
Rio Vista Elementary	408	No	Year 1	Yes	Yes	856	8	8	57	15	4	36 Hispanic or Latino	32 White	21 Black or African American
Walter Reed Middle School	1662	No	Year 5	Yes	No	826	7	7	59	11	10	46 Hispanic or Latino	34 White	8 Black or African American /Asian
Roy Romer Middle School	1262	No	Year 3	Yes	Yes	725	3	6	99	12	20	91 Hispanic or Latino	4 Black or African American	3 White
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	%Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	%of ELL Students	%Major Ethnicity #1	%Major Ethnicity #2	%Major Ethnicity #3
Colfax Charter Elementary	637	No	No	Yes	Yes	910	9	7	33	14	8	59 White	23 Hispanic or Latino	8 Asian

How Learning Best Occurs

At NHCA we believe that learning best occurs when students, regardless of race, culture, language, ethnicity, or gender orientation are helped to identify their academic/intellectual strengths that will serve as the baseline by which to establish learning goals to monitor their educational achievement. Learning best occurs in a climate conducive to emotional safety and personal relevance. In such an environment, teachers serve as mentors, demonstrating enthusiasm for the subjects they teach, and guiding students to discover a passion for learning.

Charlotte Danielson (2007) posits that of the four domains of teaching (Domain 1: Planning and Preparation; Domain 2: The Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities), Domain 2, the classroom environment can guide us to build a school culture of learners. Danielson promotes that students most fondly remember those teachers who provided a caring and safe, nurturing environment in which teachers shared high academic expectations for the students while being supportive and compassionate to achieve their intellectual potential.

Also, learning best occurs in a classroom environment where teachers offer academic and emotional support to students to begin instruction at their current level of understanding by building on what the student knows and is able to do so that appropriate resources will have a positive impact on students' learning. Teachers have a wide repertoire of strategies such as the following: breaking down longer assignments and text into small chunks, pre-teaching and re-teaching, using advanced organizers and Thinking Maps to provide access to the core, scaffolding and differentiating through various groupings and one-on-one, coupled with intensive, effective, standards-based instructional support that includes monitoring and prompt and effective feedback toward meeting individual student goals that will help take the students to their next level of understanding and academic achievement. Learning best occurs in classrooms where students are encouraged to take chances and take on challenges because they know that they have the emotional and academic support they need to develop their academic potential. Learning best occurs where students have access to explore, use, integrate, and expand their knowledge using state-of-the-art technology. At NHCA, students will be offered great learning opportunities to realize their academic potential. NHCA strongly believes that it will make a difference in improving students' educational goals.

As educators, the New Horizons Charter Academy faculty will strive to maintain a challenging and secure environment in which children attain and demonstrate the confidence and ability required to master the challenging academic content of the California Content and Common Core State Standards and become proficient in meeting English language grade level benchmarks.

The goals of the New Horizons Charter Academy will enable all students to become self-motivated by utilizing the rich technology resources, establishing learning goals, pursuing individual interests through membership in the various after school clubs (LA's Best will provide many enrichment opportunities), and/or school leadership opportunities to develop leadership skills, or compete in various activities such as spelling bees, science projects, media projects, speaking debates, story writing, etc. We will nurture our students to become competent lifelong learners through the following: the delivery of a rigorous standards-based instructional program that will offer students multiple ways of learning via direct instruction, explorations and research, class and self-selected projects, various groupings, guest speakers/presenters; fieldtrips, mentoring, and rich learning resources needed to be self-motivated and successful global learners. . Each grade level will include approximately 20-35 students and the capacity of the Charter School in its first term will be approximately 293 students.

All students will participate in a full-day instructional program beginning on the first day of school.

Educated Person in the 21st Century

The goal of NHCA is to provide an environment in which children will develop into confident, self-motivated, competent, effective communicators, productive, and life-long learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

At NHCA, our students will become knowledgeable technology users. Our state-of-the-art technology tools (for example SMART Boards, flat screen computers and iPads) will support our students to integrate and optimize its use across content areas to nurture and challenge 21st century learners, and thus it aligns with the research which supports the role of technology in education.

Specifically, NHCA's Educational philosophies about what it means to be a 21st century learner are guided by the research from Hall Davidson (Discovery Education) who believes that children need to use media and "...make the content their own by interaction with it and mashing it so that it becomes something new and personal for that child." In a 21st century classroom, students' instruction is infused with technology, and John Seely Brown (Chairman of the Deloitte Center for the Edge) states that "...educators need to provide students with freedom to be curious and ask questions, and give them the standards and feedback they need to grow as learners." Nicole Pinkard (founder of Digital Youth Network) argues that as children become adept in using technology, "They need to use it as a tool to actually create new content and new ideas."

The integration of technology in our 21st century classrooms will be an undeniable tool in enriching and supporting NHCA's multi-disciplinary education program for all our students, which will benefit from the insightful and reflective work of Mandy Durrence who posits that in a 21st century classroom teachers develop authentic learning opportunities that are relevant to the lives of the students and their communities. Teachers model how to communicate ideas effectively, collaborate using digital media, support students to think critically to evaluate whether a source of information is credible, and teachers model how to get digital information safely and responsibly (What Does a 21st Century Learner Look Like?, May 5, 2011); research in this area recommends that teachers need to help students embrace change, learn how to collaborate with peers, use multiple problem-solving approaches, and foster innovation of ideas. Our school believes that an educated person in the 21st Century should possess the academic and life skills listed below. The Charter School will provide the support students need so that they attain these skills by the time they have completed the NHCA education program.

In addition to the above, an education person in the 21st Century will need the following skills:

Academic Skills

- Students will read for comprehension and critical understanding at or above grade level.
- Students will be mathematically literate, able to compute, to solve real world problems, and to successfully apply conceptual understanding of key ideas in mathematics to novel challenges at or above grade level expectations.
- Students will be inquisitive and self-motivated life-long learners.

- Students will communicate through effective listening, speaking, and writing as evidenced in their ability to be persuasive and support their individual viewpoints, orally and in written form.
- Students will possess creative, logical, and critical thinking skills. Students will develop the intellectual reasoning skills needed to analyze, synthesize, evaluate, and apply their understanding in the areas of art, science, history, and technology.
- Students will comprehend and use technology as a tool for learning and communication and will apply those skills in real-life, community-centered projects.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will analyze new information and synthesize what they know to construct new knowledge, and also will be able to explain the process of how they arrived to a new understanding.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to collaborate and discuss how to make logical connections among them.

Life Skills

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and self-assessment.
- Students learn about the connection between their everyday food choices and the health of the community, the environment, and themselves.
- Students involve themselves in exploring health and nutrition research to become informed consumers, and will influence others through pro and con poster projects using various media.
- Students keep logs of healthy choices they make at home and school, and parental/legal guardians' input is encouraged.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

A Typical Day for a NHCA student

Our planned schedule is well-organized and well-structured to make the best use of time and space for students and staff. Clearly defined responsibilities and schedules will ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

7:30 a.m. Administrators, teachers and other certificated staff begin to arrive.

Administrators and teachers will be available for conferences, as needed, to accommodate parents' work schedules. Teachers' scheduled hours are 7:40 a.m. to 3:25 p.m. and administrators' hours are 7:30 a.m. to 4:00 p.m. All staff members are on campus beyond their scheduled hours.

Administrators will meet with staff, parents and community members throughout the day for scheduled and unscheduled conferences.

7:45 a.m. Breakfast service ends and cafeteria gate is closed.

7:55 a.m. School Starts

Teachers will pick up classes from the yard and walk students to classrooms. Administrator will check grounds to ensure that all students are in classes and accounted for.

8:00 a.m. Attendance is taken and reports given to Office Manager.
Paraprofessionals arrive.

The Office Manager and Office Assistant begin issuing "tardy slips" to students who have arrived late through the Main Office, documenting reasons for late arrival. After all students have been checked in, the Attendance Officer will begin calling parents of absent students and entering attendance in our database.

Volunteers arrive and sign-in through the Main Office (all volunteers have previously completed clearance and orientation by New Horizons Charter Academy trained staff).

Our School Psychologist, and Speech and Language Therapist may work with selected students and/or conduct assessments as contracted by New Horizons Charter Academy.

The Resource Specialist Teacher may work with selected students, as needed: pull-out and collaboration.

A nurse begins checking classes for vision screening, checks on immunizations, getting up-to-date medications and medical records, as needed

Paraprofessionals will report to work in classrooms, supporting the instructional program as directed by teachers.

Instruction begins in all classes. Charter School teachers have carefully planned their daily schedules to incorporate art and music specialists throughout the day and throughout the week. They accomplish this while also ensuring the full implementation of the language arts, mathematics, history/social science and science programs.

9:30 a.m. First Recess

Kindergarten and first grade students will be supervised by paraprofessionals at assigned areas. Equipment is marked for each set of areas and selected ball monitors from each room pick up equipment.

9:50 a.m. Bell rings for end of first recess.

Students will line up at assigned areas and teachers will pick up students. Instruction in language arts continues, to be followed by instruction in mathematics. Selected classes participate in arts or music instruction according to set schedules.

English Language Development Computer Lab schedule will begin for scheduled classes.

10:05 a.m. Second recess

10:25 a.m. End of second recess/Instruction continues

12:00 p.m. Lunch

12:45 p.m. Teachers will pick up students and return to classrooms to work on history/social science or science curriculum (or work with art or music specialists depending on schedule). Teachers will be teaching at least two core subjects and provide advisement, or conduct enrichment or intervention classes to differentiate academic support to students.

Some students will participate in psychomotor programs, including yoga and music. (Mondays and Thursdays, or Tuesdays and Fridays) Teachers will refine the instructional schedule to establish the participation of the students in psychomotor activities and music and yoga. Initially, while some students are taking art, or core subjects, the teachers will select the group of students who will take turns participating in psychomotor, yoga, and music.

Grade level meetings will be held and teachers share current research for best instructional practices and strategies to strengthen their practice and support to students: teachers also work on lesson planning, reviewing and monitoring pacing of each curricular area, and review assessments, benchmarks and progress of students. Teachers explore ideas and monitoring examples about how to involve students in establishing learning goals to monitor their progress. Teachers summarize grade level meetings and include next steps.

3:30 p.m. Dismissal

Campus security and assigned paraprofessionals oversee dismissal. Teachers walk classes to assigned gates for dismissal. Teachers who will be teaching intervention classes, ask the students to form two lines (to ensure the safety of children at all times): one line for students who go home with their families, and the second line is for students who will return to their classrooms for academic tutoring/intervention.

Students who remain for after-school programs walk to the assigned meeting areas:

- After-school playground
- Students receiving tutoring by classroom teachers remain in classrooms.

4:00 p.m. Office Manager leaves for the day.

6:00 p.m. Administrator of New Horizons Charter Academy closes school
Parents check students out at assigned gates.

Most staff members will have departed for the day unless parents have requested a late conference or committee or parent informational meetings have been scheduled for the community. Custodial staff will check all classrooms, offices, and gates to ensure all areas are locked and inaccessible.

Curriculum and Instructional Design

The following chart illustrates NHCA's planned curriculum program for the first charter term:

Grade	Subject	Program	California Content and Common Core State Standards
K	English Language Arts	Treasures	CA/CCSS K ELA Standards
K	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS K Grade ELD Standards
K	Math	Saxon Math	CA/CCSS K Math Standards
K	Science	Science Fusion	CA/CCSS K Science Standards
K	Social Science	Reflections	
K	Physical Education	NHCA	CA/CCSS K Physical Education Standards
1	English Language Arts	Treasures	CA/CCSS 1st Grade ELA Standards
1	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 1 st Grade ELD Standards
1	Math	Saxon Math	CA/CCSS 1 st Grade Math Standards
1	Science	Science Fusion	CA/CCSS 1 st Grade Science Standards
1	Social Studies	Reflections	CA/CCSS 1 st Grade Social Studies Standards
1	Physical Education	NHCA	CA/CCSS 1 st Grade Physical Education Standards
2	English Language Arts	Treasures	CA/CCSS 2 nd Grade ELA Standards
2	English Language Development	Treasures' ELD	CA/CCSS 2 nd Grade ELD Standards

Grade	Subject	Program	California Content and Common Core State Standards
		Component; English Learner Master Plan Modules	
2	Math	Saxon Math	CA/CCSS 2 nd Grade Math Standards
2	Science	Science Fusion	CA/CCSS 2 nd Grade Science Standards
2	Social Studies	Reflections	CA/CCSS 2 nd Grade Social Studies Standards
2	Physical Education	NHCA	CA/CCSS 2 nd Grade Physical Education Standards
3	English Language Arts	Treasures	CA/CCSS 1st Grade ELA Standards
3	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 3 rd Grade ELD Standards
3	Math	Saxon Math	CA/CCSS 3 rd Grade Math Standards
3	Science	Science Fusion	CA/CCSS 3 rd Grade Science Standards
3	Social Studies	Reflections	CA/CCSS 3 rd Grade Social Studies Standards
3	Physical Education	NHCA	CA/CCSS 3 rd Grade Physical Education Standards
4	English Language Arts	Treasures	CA/CCSS 4th Grade ELA Standards
4	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 4 th Grade ELD Standards
4	Math	Saxon Math	CA/CCSS 4 th Grade Math Standards
4	Science	Science Fusion	CA/CCSS 4 th Grade Science Standards
4	Social Studies	Reflections	CA/CCSS 4 th Grade Social Studies Standards
4	Physical Education	NHCA	CA/CCSS 4 th Grade Physical Education Standards
5	English Language Arts	Treasures	CA/CCSS 5th Grade ELA Standards

Grade	Subject	Program	California Content and Common Core State Standards
5	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 5 th Grade ELD Standards
5	Math	Saxon Math	CA/CCSS 5 th Grade Math Standards
5	Science	Science Fusion	CA/CCSS 5 th Grade Science Standards
5	Social Studies	Reflections	CA/CCSS 5 th Grade Social Studies Standards
5	Physical Education	NHCA	CA/CCSS 5 th Grade Physical Education Standards
6	English Language Arts	Treasures	CA/CCSS 6 th Grade ELA Standards
6	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 6 th Grade ELD Standards
6	Math	Saxon Math	CA/CCSS 6 th Grade Math Standards
6	Science	Science Fusion	CA/CCSS 6 th Grade Science Standards
6	Social Studies	Harvard-Westlake	CA/CCSS 6 th Grade Social Studies Standards
6	Physical Education	NHCA	CA/CCSS 6 th Grade Physical Education Standards
7	English Language Arts	Harvard-Westlake	CA/CCSS 7 th Grade ELA Standards
7	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 7 th Grade ELD Standards
7	Math	Saxon Math	CA/CCSS 7 th Grade Math Standards
7	Science	Science Fusion	CA/CCSS 7 th Grade Science Standards
7	Social Studies	Harvard-Westlake	CA/CCSS 6 th Grade Social Studies Standards
7	Physical Education	NHCA	CA/CCSS 7 th Grade Physical Education Standards

Grade	Subject	Program	California Content and Common Core State Standards
8	English Language Arts	Harvard-Westlake	CA/CCSS 8th Grade ELA Standards
8	English Language Development	Treasures' ELD Component; English Learner Master Plan Modules	CA/CCSS 8 th Grade ELD Standards
8	Math	Saxon Math	CA/CCSS 8 th Grade Math Standards
8	Science	Science Fusion	CA/CCSS 8 th Grade Science Standards
8	Social Studies	Harvard-Westlake	CA/CCSS 8 th Grade Social Studies Standards
8	Physical Education	NHCA	CA/CCSS 8 th Grade Physical Education Standards

New Horizons Charter Academy Class Schedules

(K, 1, 2, and 6 grade schedules will be implemented the first year and adjusted as needed; also, as the school grows, schedules will reflect staff collaboration and more specificity)

Grade: K	Subjects
7:55 – 8:05	Attendance/Flag/Morning Song
8:05 – 8:30	Morning Routine: Calendar Math/Morning News/Alphabet Song/Phonemic Review
8:30 – 9:30	English Language Arts Reading: Phonics, High Frequency Words, Vocabulary, Reading
9:30 – 9:50	Recess
9:50 – 10:30	English Language Development
10:30 – 11:00	Universal Access Time (UAT)
11:00 – 11:30	Read Aloud/Literature Theme Connections
11:30 – 12:00	Writing Workshop (connecting writing standards to theme)
12:00 – 12:45	Lunch
12:45 – 1:45	Math (directed lesson and UAT: exploration/reinforcement math center activities)
1:45 – 2:05	Physical Education
2:05 – 2:45	Science/Social Studies/Second Step/Health
2:45 – 3:30	Art/Yoga/Music

Grade: 1	Subjects
7:55 – 8:15	Opening (attendance and Calendar Math)
8:15 – 8:30	Phonemic Review; grammar/parts of speech/review ELA skills from day before)
8:30 – 9:30	English Language Arts: Phonics, High Frequency Words, Vocabulary, Spelling
9:30 – 9:50	Recess
9:50 – 10:30	English Language Arts Reading

10:30 – 11:15	Universal Access Time (Differentiating through various groupings)
11:10 – 12:00	Math
12:00 – 12:45	Lunch
12:45 – 1:25	English Language Development
1:25 – 1:45	Physical Education
1:45 – 2:30	Art/Yoga/Music
2:30 -3:30	Science/Social Studies/Health

Grade: 2	Subjects
7:55 – 8:15	Opening (attendance, sentence editing to review focused writing skills)
8:15 – 9:00	English Language Arts: Phonics, Vocabulary, Spelling; Prior Knowledge Connections
9:00 – 9:30	English Language Arts: Reading
9:30 – 10:05	Yoga/Art/Music
10:05 – 10:25	Recess
10:25 – 11:05	English Language Development
11:05 – 12:00	Math
12:00 – 12:45	Lunch
12:45 – 1:30	Writing Workshop
1:30 – 1:50	Physical Education
1:50 – 2:35	Science/Social Studies/Health
2:35 – 3:00	Universal Access Time

Grade: 3	Subjects
7:55 – 8:15	Attendance; spelling, grammar review, editing sentences to embed LA skills
8:15 – 9:00	English Language Arts: phonics, spelling, vocabulary, comprehension strategies
9:00 – 9:30	English Language Arts: Reading
9:30 – 9:50	Recess
9:50 – 10:50	Math
10:50 – 11:30	English Language Development
11:30 – 12:00	Universal Access Time
12:00 – 12:45	Lunch
12:45 – 1:45	Writing Workshop
1:45 – 2:05	Physical Education
2:05 – 2:45	Science/Social Studies/Health
2:45 – 3:30	Yoga/Music/Art

Grade: 4	Subjects
7:55 – 8:15	Attendance; Journal Writing Responses to Grade Level, self-selected Literature
8:0 – 9:10	English Language Arts: phonics, spelling, vocabulary, comprehension strategies
8:15 – 9:10	
9:10 – 9:30	English Language Arts: Reading (Discussing/Responding to the selection)
9:30 – 9:50	Recess
9:50- 10:50	Math

10:50 – 11:30	English Language Development
11:30 – 12:00	Universal Access Time
12:00 – 12:45	Lunch
12:45 – 1:45	Writing Workshop
1:45 – 2:05	Physical Education
2:05 – 2:45	Art/Yoga/Music
2:45 – 3:30	Science/Social Studies/Health

Grade: 5	Subjects
7:55 – 8:15	Attendance; Vocabulary work; Literature Response Journal work.
8:15 – 10:05	English Language Arts: Reading (comprehension strategies; discussing, analyzing text)
10:05-10:20	Second Recess
10:20-11:00	English Language Development (direct instruction scaffolding w/SDAIE strategies)
11:00-12:00	Math
12:00 – 12:45	Lunch
12:45 – 1:45	Science/Social Studies/Health
1:45 – 2:30	Writers' Workshop
2:30 – 2:50	Physical Education
2:50 – 3:40	Art/Yoga/Music

Grade: 6	Subjects
7:55 – 8:15	Attendance; Vocabulary work; Literature Response Journal work.
8:15 – 10:05	English Language Arts: Reading (comprehension strategies; discussing, analyzing text)
10:05– 10:20	Second Recess
10:20 – 11:00	English Language Development (direct instruction scaffolding w/SDAIE strategies)
11:00 – 12:00	Math
12:00 – 12:45	Writers' Workshop
12:45 – 1:45	Science/Social Studies/Health
1:45 – 2:30	Writers' Workshop
2:30 – 2:50	Physical Education
2:50 – 3:40	Art/Yoga/Music

Grade: 7	Subjects
	(Schedule subject to change once staff is hired so they can collaborate to establish core instruction and advisement times)
7:55 – 8:55	Attendance; Journal Writing; Advisement
8:55 – 10:05	English Language Arts: Reading (comprehension scaffolding w/SDAIE strategies; discussing, analyzing text)
10:05 - 10:20	Second Recess
10:20 – 11:00	English Language Development (direct instruction and small group for ELLs)/RFEPs, IFEPs, and Eos have Universal Access Time to engage in ELA activities)
11:00 – 12:00	Math
12:00 – 12:45	Lunch
12:45– 1:45	Science/Social Studies/Health

1:45 – 2:30	Writers' Workshop
2:30 – 2:50	Physical Education
2:50 – 3:40	Art/Yoga/Music

Grade: 8	Subjects (Schedule subject to change once staff is hired so they can collaborate to establish core instruction and advisement times)
7:55 – 8:55	Attendance; Journal Writing; Advisement
8:55 – 10:05	English Language Arts: Reading (comprehension strategies; discussing, analyzing text)
10:05 – 10:20	Second Recess
10:20 – 11:00	English Language Development (directed teaching and small group for ELLs)/RFEPs, IFEPs, and Eos have Universal Access Time to engage in ELA activities)
11:00 – 12:00	Math
12:00 – 12:45	Lunch
12:45 – 1:45	Science/Social Studies/Health
1:45 – 2:30	Writers' Workshop
2:30 – 2:50	Physical Education
2:50 – 3:40	Art/Yoga/Music

Technology:

New Horizons Charter Academy is committed to a sound technology program using the latest “state of the art” equipment purchased especially for our population.

Rather than a subject in and of itself, learning to use technology alone can best be accomplished as a direct result of academic instruction. As students research, investigate and explore the vast array of technology tools New Horizons Charter Academy will make accessible in all classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. The New Horizons Charter Academy staff will explore how best to integrate technology use in the classroom, and will start from the premise that a systematic, step-by-step program is the least effective practice for encouraging confident, competent technology use. To more clearly align and integrate students’ use of technology with content instruction and learning, the Charter School plans to follow Dr. Ruben Puentedura’s model of technology utilization in four stages, as illustrated below.

NHCA Transformational Tools		
<i>Redefinition</i>	Technology allows for creation of new tasks previously difficult to attain.	Tools are used for the visualization of narrative and structural aspects of text such as the use of Garage Band to record and then present a visual representation of a student’s reading fluency.
<i>Modification</i>	Technology allows for significant task redesign.	Textual, visual and audio tools for construction of shared knowledge such as the use of a video camera to tape a dialogue between students as they describe a scientific experiment and their collective findings.
<i>Augmentation</i>	Technology acts as	Dictionaries, study guides and history sites

	a direct tool that offers key functional features to support and foster academic improvement.	linked to online text.
<i>Substitution</i>	Technology acts as direct tool substitute, with no functional change.	Shakespeare texts read in online versions.
NHCA Educational Enhancement		

Online text versions may be transformational because as students read literature works using technology, they can access the footnotes to expand their understanding of textual analysis, can access the notepad in their devices and respond to passages to provide examples of literary devices such as simile, metaphor, tone, conflict, etc. Online text versions may be transformational because the students may also be able to access you Tube in education to view examples of some movie clips about their literature selections so that they see printed text in a more visual format to understand and enjoy their literature selections and discuss them more critically with their peers.

Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work.

Instruction

Teachers, more than the curriculum, have the greatest impact on student achievement. Tim Markey investigated research on teacher effectiveness and reports that according to Sanders & Rivers (1996) and Wenglinsky's (2000), "Teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender," Defining the Effective Teacher: Current Arguments in Education, (p. 3) <http://www.usca.edu/essays/vol112004/markey.pdf>.

New Horizons Charter Academy recognizes the critical role teachers play in determining a student's success or failure, and will continue to focus on direct instruction as the primary instructional approach. Although small group and individualized instruction are also utilized, direct instruction, and the specific methodologies associated with direct instruction, define the instructional practice of the Charter School.

To refine and align the instructional practice of the entire teaching staff, *Data Works*, an educational research group, has worked with teachers to implement its "Explicit Direct Instruction" ("EDI") methodology. Although similar to the seven step lesson plan format, EDI places significant emphasis on the consistent incorporation of Specifically Designed Academic Instruction in English ("SDAIE") and cognitive strategies, while recent studies in brain research inform all aspects of the approach. The EDI approach places emphasis on constantly checking for understanding while echoing student responses and allowing enough wait time for students to respond which in turn effectively helps our large population of English Learners ("EL"). Our teachers and other selected staff members will be trained in EDI classroom coaching techniques which will also include lesson plan development, strategies, use of resources, classroom observation and timely feedback.

The consistent implementation of a specific instructional delivery system, and regular classroom observations, ensure the continued emphasis on standards for teaching. The *Enhancing Professional Practice: A Framework for Teaching* serves as the foundation of the teacher evaluation system. The work is a framework for novice and experienced teachers based on the PRAXIS III, the classroom performance assessments developed by the Educational Testing Service. Utilizing both the EDI coaching matrix, Robert Marzano's observation and Feedback Protocol, and the rubric for effective teaching practices from *Enhancing Professional Practice*, a clear and well-articulated description of thoughtful lesson implementation continues to be in place.

Teacher Recruitment

New Horizons Charter Academy will establish well-defined policies and practices in order to employ personnel who will promote and implement the mission, vision and goals of the Charter School. The Board of Directors determines the qualifications and job descriptions for all positions to ensure that applicants can fulfill New Horizons Charter Academy's goals and expectations.

A recruitment committee, consisting of teachers, administrators and other certified staff, participate in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association to screen and recommend teacher candidates for hire at New Horizons Charter Academy. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certified and classified staff, will interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates will be highly qualified per NCLB and will be observed by this committee and recommended for hire to the Board of Directors.

Professional Development

An additional goal of the New Horizons Charter Academy will be to build a foundation for academic and social success for all students through a language-rich learning environment where hands-on experiences and research-based strategies come together.

All professional development focuses on the educational mission of NHCA .

Professional development activities will be provided throughout the school year and all programs and school-wide initiatives are implemented with ongoing support from vendors and consultants. A trainer-of-trainers model is used to make the most effective use of resources with Lead Teachers serving as the trainers and mentors.

Three full days of professional development for all certificated staff are scheduled yearly if the calendar allows. Certificated personnel will participate in three pupil-free days of professional development, and will continue to participate in ongoing PDs throughout the academic school year. Teachers will be encouraged to attend professional growth workshops and conferences that will help expand their instructional skills. The focus of professional development activities is recommended by the Instruction Committee, an advisory committee to the Board of Directors. Final determination is made by the Board of Directors after careful analysis of results from benchmark assessments presented quarterly and other standardized assessments from the previous year.

Teachers engage in on-going academic research to strengthen their practice and support to students; they take turns within their grade levels to present their findings to their peers during Professional Development and collaborate how to implement research-based strategies. Teachers will be encouraged to share their research of best practice findings during grade-level meetings when they analyze data, plan instructional steps to address differentiation, and share relevant articles in education with their peers.

Meeting the Needs of Diverse Learners

Serving Academically Low-Achieving Students

Students who are at-risk of retention, who have been retained, or who are achieving below grade level or below proficiency on standardized tests receive targeted support during daily lessons via scaffolding, various groupings and foster comprehension; at-risk students will also receive the following support: working one-on-one mini-lessons on targeted skills, using SDAIE strategies to access content, model linguistic patterns and function forms to assist in class participation, utilize Mind Maps to make information more comprehensible, provide Pre-teaching and re-teaching of key lessons, concepts, and ideas, offer primary language support if teacher is bilingual in the student's home language, during Universal Access Time ("UAT"), and establish data-driven student learning goals; they also receive additional instructional support through participation in after class intervention programs, as well as in after school tutoring programs. At-risk students who underperform academically will receive targeted support addressing instruction to help them understand and meet specific benchmarks and/or content and common core state standards. Data analysis will determine specific areas of academic differentiation to support students. Academically low-achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments, including the CST and CELDT. The CELDT results will be analyzed to identify students who score 3s or 4s to evaluate whether they meet the criteria to exit ELD instruction and reclassify as Re-designated Fully English Proficient students (RFEP). The CELDT's results will help to identify ELD students who underperformed and obtained low scores such as 1s and 2s, and while they may be making some academic progress, teachers need to collaborate and develop specific plans of academic intervention to provide students with the necessary instructional, social, and emotional support they need to achieve academically. Students receive assistance through the following activities:

- Faculty meetings to discuss specific strategies that will target the student's weakness, and a plan to implement learning goals is also written
- Individualized assistance from paraprofessionals
- Parent workshops to support home-school activities, communication, and when available, provide extended support at home using educational programs for early literacy, reading, and math.
- Multiple computers in all classrooms in addition to computer lab
- Parent volunteers
- Small group and individualized instruction in all classrooms
- Behavioral and Academic Student Study Teams
- Supplementary materials aligned with core programs for use in after school programs

Serving Academically High-Achieving Students

New Horizons Charter Academy will implement a variety of strategies to identify and support academically high-achieving students:

- Visual art, yoga, dance and music specialists
- Multiple computers in all classrooms with access to internet to integrate technology in learning
- New Horizons Charter Academy may contract with a psychologist to identify students who have been referred as potentially gifted to participate in the GATE program
- Individualized assistance and support from paraprofessionals
- Team teaching and collaboration to support differentiated instruction
- Supplementary enrichment materials for core subjects
- Allow for leadership opportunities by participating in various school functions

The integration of technology in daily lessons will foster high interest to support students who prefer to investigate topics using internet tools and those who would rather write their various reports using Word to process their ideas, insert hyperlinks for added visual and sound effects, share websites that they used in their research, and provide mentorship to other students would benefit from peer support, especially during Universal Access Time when many students work independently or in small groups. Academically high-achieving students can use technology to develop leadership skills, expand their knowledge and thinking skills through topic investigations, become adept in using more sophisticated programs such as using power point, inserting charts, using drawing tools, and use their iPads to send their reports to their teacher as well as share with their peers, make notes of questions, access the online thesaurus to enrich their vocabulary, and learn how to become familiar with multidisciplinary studies and projects. They will be able to use technology tools at their disposal to become global learners.

Academically high-achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments including the CST and the CELDT (for English Learners). The CELDT will be used to analyze the results to identify academically high achieving students who get more 4s than 3s and get an overall score of 4; this data will indicate that these students have met ELD benchmarks and may be ready to be re-designated as fully English proficient because the students' data would reveal that they performed at an advanced academic level. The teacher can provide more learning opportunities to nurture high achieving students who typically are able to follow multiple-step directions and work successfully alone, with partners, or small groups.

Serving Socioeconomically Disadvantaged Students

New Horizons Charter Academy adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, No Child Left Behind ("NCLB"), and will utilize funding and other resources to enhance the Targeted Assistance Title I program by providing:

- An average class size of 20 students in grades K-2, and 25-35 in grades 3-8
- Whole group, small group and individualized direct instruction
- Grade level teachers will meet regularly to discuss students who are struggling and a plan using specific strategies to target the student's academic needs

- Intervention time outside the classroom is provided for students who are struggling with language arts
- The services of an elementary counselor, school psychologist and speech language therapist may be contracted
- Field trips aligned to specific areas of study
- Computers in all classrooms
- Latest technology (e.g. SMART Boards, flat screen computers, iPads, document readers, school-wide internet access, and microscopes and other tools for science) available to all students
- Paraprofessionals to provide individualized and small group assistance
- After school tutoring for those needing this assistance
- An English Language Development (ELD) computer lab
- Art , music, yoga and dance
- A structured psychomotor program following physical education standards
- Supplementary materials and resources in all classrooms (manipulative materials, software in all core subjects, classroom libraries)

Serving English Learners

Overview:

New Horizons Charter Academy will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The charter school will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey:

The charter school will administer the home language survey upon a student’s initial enrollment into the charter school (on enrollment forms which are distributed and return following admission to the Charter School).

California English Language Development Test (CELDT):

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The charter school will notify all parents of its responsibility for CELDT testing and CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind (NCLB) Act for annual English proficiency testing.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Reclassification Procedures:

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

- Assessment of language proficiency using an objective assessment instrument including but not limited to, the California English Language Development Test (CELDT).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's academic 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 Horizons Charter Academy teachers will utilize an English Language Development ("ELD") Retell Assessment to measure progress in oral skills regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention:

New Horizons Charter Academy will commit the resources necessary to ensure that all students learn to speak, read and write competently in English. Support and assistance will be provided through a variety of programs and activities:

- Bilingual paraprofessionals will provide teacher-directed instructional support for students and will provide translation for parent conferences
- Education workshops for parents of students that model and teach effective strategies to foster phonemic awareness, blending and comprehension
- Computers will be in all classrooms to provide access to a variety of resources
- The ELD component of the Treasures language arts program in all classrooms promotes effective strategies for English language acquisition
- Middle grade students will benefit from additional support from paraprofessionals in the classroom, the use of SDAIE, and other ELD effective instructional strategies will help students understand core subjects. Extended support will be provided to all grade levels so that targeted support throughout the year is available to all students.
- Isolated intervention time is provided for students who are struggling with English acquisition

- The part-time music teacher services all grades and provides a different avenue for English language acquisition
- Students will also benefit from interacting with their peers during UAT and small group activities.
- All students will benefit from computer assisted instruction (during and after school) to receive practice support, immediate feedback of correct items, progress monitoring data, and multiple levels to develop mastery of skills.

Monitoring and Evaluation of Program Effectiveness

At NHCA, the evaluation for the educational program effectiveness for ELs will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

English Learner Instruction

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

On an annual basis (on or about October 1), the Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

The Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

The Charter School shall administer the CELDT annually. The Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Special Education Program

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the Charter School’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and New Horizons Charter Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated 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”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Education Code 47605 (b)(5)(B).

Standards-based Outcomes and Assessments

Grade and Subject	Measurable Outcomes	Assessment Tools
K English Language Arts	Students will develop phonemic knowledge of early reading skills, and will develop oral communication to successfully participate in their academic preparation; students will attain strong reading and writing foundations as articulated in the California Content and Common Core State Standards.	DIBELS Teacher Observations Kindergarten Check list Student Portfolios Student Benchmarks
K Math	Students will understand the concept of small numbers, quantities, and shapes in their environment. They will learn to compare objects, sort, describe, and will have an understanding of properties and patterns. They will also develop reasoning skills.	K-math assessments Teacher Observations Student Projects Student Mastery Goals
K Science	Students will understand that physical materials can be observed, measured, and predicted. They will learn that different plants and animals inhabit the earth.	Teacher observations Student projects Teacher Checklists Science Benchmarks Objectives and Rubrics Student Drawings
K History	Students will develop an understanding of learning and working long ago and the geographic connections between now and long ago. Through the stories of ordinary and extraordinary people, students will learn about the concept of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility.	Teacher observations Student projects Teacher Checklists Student Drawings
K Physical Education	Students will develop and demonstrate standards-based motor skills to perform movement patterns for a variety of physical activities. Students will maintain physical fitness levels to improve health and performance.	Objectives and Rubrics Teacher Observations Grade-level PE Benchmarks
1 English Language Arts	Students will learn the basic concepts about print to decode grade level text and will apply reading skills to develop vocabulary, grammar, comprehension, spelling, reading fluency, and oral skills. Students will improve their writing skills as they learn to write for different purposes, and develop a paragraph with a	CELDT (for English Learners) DIBELS Student Progress Reports Objectives and Rubrics Student Portfolios Teacher Observations

	central idea.	
1 Math	Students will improve on their understanding of number sense and will memorize addition and subtraction facts to 20; students will learn words and symbols for addition and subtraction and will create problems using +, -, = symbols. Students will justify their reasoning, and will learn to identify, describe, and compare concepts and skills relating to geometry and measurement.	Envision Math Unit Assessments Student Progress Reports Student Projects Teacher Observations Portfolios Benchmarks
1 Science	Students will conduct careful investigations to learn the three states of matter, they will study that animals and plants meet their needs in different ways, and will learn to use tools to understand that weather can be observed, measured, and described.	Student Progress Reports Performance-based projects End of unit Tests Teacher Observation Drawings and comparisons Quizzes
1 History	Students will learn that in our society decisions are made with respect for individual responsibility, for other people, and will learn concepts of fair play, good sportsmanship, and respect for the rights and opinions of others. Students will explore the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students will be exposed to the backgrounds of many cultures to learn about citizenship, symbols, icons, and songs that reflect our common heritage.	Student Progress Reports Performance-based projects End of unit Tests Teacher Observation Drawings and comparisons Quizzes
1 Physical Education	Students will learn the necessary motor skills and patterns needed to perform a variety of physical activities that include an understanding of concepts, principles, and strategies. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork, cooperation, and sportsmanship skills.	Performance-based Activities Student Progress Reports Teacher Observations Check Lists
2 English Language Arts	Students will develop an understanding of the basic features of reading and will apply that knowledge to increase their achievement in oral and silent reading. Students will apply the strategies they learn to reading and analyzing texts of different complexity to discuss and write about various genres. Students will use the writing process to improve their writing skills to include central ideas in paragraph writing.	CST CELDT (for English Learners) DIBES DIBELS Objectives and Rubrics Student Portfolios Teacher Observations Formative Assessments Student Progress Reports
2 Math	Students will improve their understanding of place value, adding and subtracting three-digit problems, solve fractions, and money problems. Students will develop the necessary	CST Student Progress Reports Envision Math Unit Assessments Student Projects

	skills in measurement and geometry to meet grade level benchmarks. Students will learn to defend their reasoning of numerical data and graph-recording interpretations.	Teacher Observations Portfolios Formative Assessments
2 Science	Students will conduct investigations and experimentation to demonstrate that the motion of objects can be observed and measured; students will improve their understanding of the predictive life cycle of animals and plants; students will learn that earth is composed of materials that have distinctive properties which people use as resources for various activities.	Performance-based projects Student Progress Reports End of unit Tests Teacher Observation Drawings and comparisons Quizzes Journal writing and logs
2 History	Students will learn about individuals who made a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have impacted them directly or indirectly. Students will understand the contributions of contemporary people who supply goods and services to gain a deeper understanding of toward the understanding of the complex interdependence in our free-market system.	Teacher Observations Student Progress Reports Check Lists Projects School Performances
2 Physical Education	Students will learn the necessary motor skills and patterns needed to perform a variety of physical activities that include an understanding of concepts, principles, and strategies. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork, cooperation, and sportsmanship skills.	Performance-based Activities Student Progress Reports Teacher Observations Check Lists Grade level and school-wide Athletic competitions
3 English Language Arts	Students will develop an understanding of the basic features of reading and will apply that knowledge to increase their achievement in oral and silent reading. Students will apply the strategies they learn to reading and analyzing texts of different complexity to discuss and write about various genres. Students will use the writing process to improve their writing skills to include central ideas in paragraph writing that address diverse purposes and domains. Students will improve on their ability to generate questions and justify their statements with examples and text evidence.	CST CELDT (for English Learners) DIBELS Student Progress Reports Formative Assessments Objectives and Rubrics Student Portfolios Teacher Observations
3 Math	Students will deepen their understanding of place value, learn with automaticity the addition, subtraction, and multiplication facts; students will improve on adding, subtracting, multiplying, and dividing whole numbers;	CST Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations

	students will demonstrate growth in estimating, measuring, and describing objects in space; They will improve in using patterns to solve problems, and representing number relationships.	Portfolios Formative Assessments
3 Science	Students will attain a greater understanding of physical science principles: energy and matter have many forms and can be changed from one form to another; students will demonstrate a deeper understanding of life science concepts: an organism's survival improves through the adaptations in physical structures or behavior. They will learn that objects in the sky move in regular or predictable patterns.	Student Progress Report Performance-based projects End of unit Tests Teacher Observation Drawings and comparisons Quizzes Journal writing and logs
3 History	Students will develop a deeper understanding of how regional and national government and traditions have developed and impacted our current society. Students will learn about the physical and cultural landscape of California, and the historical and cultural background of American Indians, as well as the colonization of early immigrants, and the impact they have had in the development of our contemporary society.	Student Progress Reports End of Unit Tests Teacher Observation Student Projects Multimedia Projects School Performances
3 Physical Education	Students will learn the necessary motor skills and patterns needed to perform a variety of physical activities that include an understanding of concepts, principles, and strategies. Students will develop a physical fitness mindset to improve their level of health performance. Students will improve on their teamwork, cooperation, and sportsmanship skills.	Performance-based Activities Student Report Progress Teacher Observations Check Lists Grade level and school-wide Athletic competitions
4 English Language Arts	Students will demonstrate growth in understanding and responding to a wide range of grade level reading materials; Students will advance in their ability to make predictions, and compare information from various resources. They will read, analyze, compare, and discuss literary elements of a significant body of children's works. Students will improve their writing skills by using the writing workshop and word processing to demonstrate a command of Standard American English. Students will develop oral presentations organized around a cohesive thesis statement.	CST CELDT (for English Learners) DIBELS Student Progress Report Formative Assessments Objectives and Rubrics Student Portfolios Teacher Observations Multimedia Presentations
4 Math	Students will develop a deeper understanding of adding, subtracting, multiplying, and dividing large whole numbers, and how decimals relate to simple fractions; students will understand the properties and relationship between plane	CST Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations

	geometric figures; Students will improve in learning how to collect, analyze, and represent data to answer questions. Students will improve on their ability to think critically and provide support of how they solve problems.	Portfolios Formative Assessments
4 Science	Students will develop questions and will conduct investigations and experimentations to develop a greater understanding of the properties of electricity and magnetism and their applications in everyday life; they will understand that organisms need energy and matter to live and grow; and students will learn that rocks and minerals reflect the processes that formed them.	CST Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations Portfolios Formative Assessments
4 History	Students will learn that in our society decisions are made with respect for individual responsibility, for other people, and will learn concepts of fair play, good sportsmanship, and respect for the rights and opinions of others. Students will explore the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students will be exposed to the backgrounds of many cultures to learn about citizenship, symbols, icons, and songs that reflect our common heritage.	Student Progress Report Teacher Observations Student Projects End of Unit Tests Quizzes Multimedia Projects
4 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Student Progress Report Performance-based Activities Teacher Observations Check Lists Grade level and school-wide Athletic competitions
5 English Language Arts	Students will develop a deeper understanding of word origins and word relationships to help them attain knowledge of historical and literary context clues which they will use to determine the meaning of Tier 3 (core) vocabulary and facilitate the understanding of grade-level-words. Students will expand their academic understanding of reading comprehension, literary analysis, and writing skills.	CST Student Progress Report Envision LA Unit Assessments Teacher Observations Portfolios Formative Assessments
5 Math	Students will increase their ability to use the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. Students will improve on learning common measurement units for length and area, and will understand which formulas to use for finding the volume of simple figures.	CST Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations Portfolios Formative Assessments

	Students will advance their knowledge of analyzing and recording data on various graphs, and utilizing measuring tools to find angle measurements and to solve problems.	
5 Science	Students will learn that all kind of matter in the world evolves from the combination of elements; students will develop a better understanding about the structures that plants and animals have regarding respiratory, digestive, waste elimination, and transport of materials; Students will learn that on Earth water moves between the oceans through the process of evaporation and condensation.	Student Projects/Investigations Student Progress Report Teacher Observations End of Unit Tests Journal/Logs Multimedia Projects
5 Social Studies	Students will develop critical thinking skills and will engage in deep discussions to reason, reflect, and research the chronological and spatial historical interpretations of how this nation was build. Students will improve their research skill by citing text evidence to support their understanding and point of view.	Student Progress Reports Formative Tests Teacher Observations Research Projects Oral Debates
5 Physical Education	Students will develop an enduring mind-set to reflect a new approach to physical fitness that will include a greater motivation to learn about nutrition and health. Students will demonstrate an increased level of sportsmanship, teamwork, and collaboration to achieve goals in all competitive activities.	Fitness Test Student Progress Reports Athletic Competitions
6 English Language Arts	Students will improve on their reading fluency and understanding of great works of literature; Students will expand their vocabulary and will learn to analyze great literature works of various complexities; they will improve their oral communication skills, and will speak clearly and to the point. Students will write clear, well articulated persuasive arguments.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations
6 Math	Students will improve on their study of algebra and will use various media to apply learned strategies to develop a conceptual understanding as they work with fractions, decimals, percents, statistics, probability, and mathematical formulas (i.e., circumference and the area of a circle, the Pythagorean theorem), as well as learn ratios, proportions, equations, exponents, and conversions between different units of measurement and graphing.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments
6 Science	Through investigation and experimentation students will learn important principles of physical science, Earth science, life science; students will also gain a deeper understanding of ecology, and will improve in discussing current issues that impact people's lives and planet.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations

6 History	Through research, discussions, written reflections, and role playing to provide evidence and point of view, students will improve on developing intellectual, high critical thinking skills related to chronological and spatial historical interpretations of events. Students will study the people and events that changed the physical and cultural world from the Paleolithic to the agricultural revolution era. Students will study the rise and decline of Western and non-Western civilizations, as well as their contributions and ideas about social, economic, and political structures.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments (End of Unit Tests) Multimedia Presentations
6 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Student Grade Reports Athletic Competitions
7 English Language Arts	Students will improve on their reading fluency and understanding of great works of literature; Students will expand their vocabulary and will learn to analyze great literature works of various complexities; students will improve their oral communication skills and will speak clearly and to the point. Students will write clear, well-articulated persuasive arguments.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments
7 Math	Students will improve on their study of algebra and will use various media to apply learned strategies to develop a conceptual understanding as they work with fractions, decimals, percents, statistics, probability, and mathematical formulas (i.e., circumference and the area of a circle, the Pythagorean theorem), as well as learn ratios, proportions, equations, exponents, and conversions between different units of measurement and graphing.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments
7 Science	Through investigation and experimentation students will learn important principles of physical science (anatomy and physiological structure of plants and animals), Earth science (connection between rocks and evolution), life science (cell biology, evolution, and genetics); students will also gain a deeper understanding of ecology, and will improve in discussing current issues that impact people's lives and our planet.	CST Student Progress Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations
7	Students will study Medieval and Modern	CST

History	Times to explore the important events that helped shape our democracy. Students will learn world history and geography through research, class discussions, written reflections, and role playing to provide evidence and point of view; students will improve on developing intellectual, high critical thinking skills related to chronological and spatial historical interpretations of events.	Student Grade Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations
7 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Student Grade Reports Athletic Competitions
8 English Language Arts	Students will improve on their usage and knowledge of word origins and historical and literary contexts to understand and apply specialized vocabulary to explore and analyze the essential ideas they discover in grade-level texts; students will also improve their understanding of the texts' structure, organization, and purpose in their written compositions.	CST Student Progress Report Formative Tests End of Unit Assessments Teacher Observation Student Portfolios Student Projects
8 Math	Students will develop a deeper conceptual understanding of mathematical principles related to Algebra I, II, Geometry, and Probability and Statistics; students will learn logical reasoning (inductive and deductive) to prove or disprove the accuracy of their work.	CST Student Progress Report Teacher Observations Formative Assessments End of Unit Tests Student Projects
8 Science	Students will learn the principles of motion and force, related to velocity; They will learn the distinct atomic structure (protons, neutrons, and electrons) of the more than 100 elements of matter. Students will study the evolution of stars and galaxies. Through investigation and experimentation, students will study the chemical reactions and processes of molecules.	CST Student Progress Report Teacher Observations Formative Assessments End of Unit Tests Student Projects
8 History	Students will study the ideas, issues, and major events from the framing of the American Constitutional Democracy to World War 1. Students will improve their oral and intellectual reasoning skills through class discussions and text evidence support.	CST Student Progress Report Teacher Observations Formative Assessments End of Unit Tests Student Projects
8 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students	Fitness Test Student Grade Reports Athletic Competitions

	will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	
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Measurable Student and School Outcomes

The following outcomes will demonstrate the extent to which New Horizons Charter Academy has met its established goals:

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

Measurable Outcomes:

Kindergarten -

Language Arts

New Horizons Charter Academy kindergarten students will be assessed at the beginning of the year using a grade level standards-based assessment. The same assessment will be given at the end of the year to measure growth and content standard achievement using the current language arts adoption and the kindergarten California Content and Common Core State Content Standards.

Mathematics

New Horizons Charter Academy kindergarten students will be assessed at the beginning of the year using a grade level standards-based assessment. The same assessment will be given at the end of the year to measure growth and content standard achievement using the current mathematics adoption and the Kindergarten California Content and Common Core State Content Standards.

First Grade –

Language Arts

New Horizons Charter Academy first grade students will be assessed at the beginning of the year using a grade level standards-based assessment. The same assessment will be given at the end of the year to measure growth and content standard achievement. Our teachers will use current language arts adoption and first grade California Content and Common Core State Content Standards.

Mathematics

New Horizons Charter Academy first grade students will be assessed at the beginning of the year using a grade level standards-based assessment. The same assessment will be given at the end of the year to measure growth and content standard achievement. Our teachers will use current language arts adoption and first grade California Content and Common Core State Content Standards.

Second Grade – 8th Grade –

New Horizons Charter Academy 2nd through 8th grade students will take the California Standardized Test (CST).

New Horizons Charter Academy **Academic Performance Index (API)** will meet or exceed its target and New Horizons Charter Academy will maintain a similar school API ranking of at least “5” or higher (as defined by the State) in the majority of the years covered by this petition.

New Horizons Charter Academy will maintain a 5-point higher API score than District schools that are within our ADA and demographic characteristics which will include all of the following:

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

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

The combined percentage of students who score *Proficient or Advanced* on the **California Standards Test (CST)** will decrease by an average 3% in the majority of the years covered by this petition.

The combined percentage of students who score *Below Basic or Far Below Basic* on the **California Standards Test (CST)** will decrease by an average 3% in the majority of the years covered by this petition.

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

New Horizons Charter Academy will successfully attain accreditation by the Western Association of Schools and Colleges (WASC).

Goal 2: ***Students will build a foundation for a responsible work ethic by regular and punctual attendance.***

Measurable Outcome:

New Horizons Charter Academy will use various methods to assure an attendance rate of 96.5% or higher. An Attendance Officer (employee) will monitor and oversee all attendance records. Teachers will be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are posted and documented with attendance rates. Classes which have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences.

New Horizons Charter Academy will have various incentives for students who are in attendance 100% of the time monthly, full semester, and yearly. These incentives include, but are not limited to, pencils, bumper stickers, coupons to nearby restaurants, and medals, and school-wide recognition on Perfect Attendance Bulletin Board located in the lobby outside of the administration offices of the Charter School.

Goal 3: ***Students will master English Language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.***

Measurable Outcome:

English Learners will increase individual **CELDT scores**, at least one level up per year, for the majority of the years covered by the charter term, as assessed annually.

The New Horizons Charter Academy **reclassification rate** will meet or exceed the rate of reclassification for similar neighborhood schools for the majority of years of the charter term.

Progress toward mastery of English Language Development (ELD) standards will be monitored and documented on the New Horizons Charter Academy ELD Portfolio twice a year for all English Learners.

Goal 4: ***Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.***

Measurable Outcome:

The number of students suspended or expelled will be 1% less than the LAUSD average for the majority of the years covered by the charter term, as assessed annually.

Teachers will maintain a positive classroom behavior system that will contain logs, charts, and parent communication for all inappropriate behavior. A student intervention referral will be completed for students who need additional academic support. A yearly evaluation of the quantity of referrals by teacher is provided with the specific reasons for referral highlighted. An achievement report is created and presented to Instruction Committee for possible course of action.

Element 3 – Means to Assess Pupil Progress

“The method by which pupil progress in meeting those pupil outcomes is to be measured” (Education Code § 47605 (b) (5) (C)).

The following demonstrates the method of measurement for each of the measurable outcomes listed above in Element 2.

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

New Horizons Charter Academy will utilize publishers’ tests to determine consistent and continuous student progress toward mastery of California Content and Common Core State Standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for weekly and end-of-unit assessments for each state adoption.

New Horizons Charter Academy will use teacher developed assessment information to measure student progress, while anecdotal records and observation will provide the personalized, individualized information necessary to address the five learning systems of the brain³ and to maintain an effective learning environment for every student. Teachers will involve students in setting standards-based, achievable learning goals. Monitoring logs will be used to document their current levels of performance, learning goals, and assessment data which will be useful for differentiating instruction and parent conferences.

If necessary, New Horizons Charter Academy will use state adopted materials and assessments, (visual and performing arts, and physical education), teacher-designed assessments aligned with the California Content and Common Core State Standards and the pacing schedules developed by the New Horizons Charter Academy staff members responsible for each of the above named curricular areas determine levels of progress toward mastery or respective standards at each trimester reporting period.

Goal 2: Students will develop a responsible work ethic by regular and punctual attendance.

At New Horizons Charter Academy attendance is recorded daily in all classrooms. Charter School staff will oversee the entire attendance process, including verifying absences, calling parents, and making home visits. Each month, the attendance personnel will compare actual attendance to the goal of 96.5% attendance. All records are stored on the New Horizons Charter Academy database.

Goal 3: Students are encouraged to master English language skills to fully access all educational social, cultural and employment opportunities to mainstream society.

³ The five learning systems of the brain are: emotional learning; social learning; cognitive learning; physical learning; and reflective learning (Barbara K. Given, “Teaching to the Brain's Natural Learning Systems”).

The primary method of assessment of students' mastery of English skills is annual results of the California English Language Development Test (CELDT). Additionally, teachers utilize the English Language Development Assessment from the language arts text adoption, California Treasures.

Reclassification rates (which are typically not compared for students in kindergarten and first grade) will be compared with similar neighborhood schools.

The English Language Development portfolio for each student is reviewed regularly by classroom teachers, administrators, and special education staff as needed.

Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.

The number of referrals for disruptive classroom behavior and negative playground interactions will decrease yearly. Data will be maintained through the New Horizons Charter Academy database. Teachers will document interventions using student behavior contracts, school-home logs, and Second Step.

Benchmarks

Grade level benchmarks are created by teachers and will be uploaded onto a data program. This program will be a Standards-based Adaptive Measurement (SAM) that utilizes an innovative computer-adaptive, internet-based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities. This research-based program will be a reliable, valid diagnostic test that has been shown to predict performance on standardized tests such as the California Standards Tests and has been an effective tool for identifying specific student needs in schools with demographics similar to New Horizons Charter Academy.

Benchmark testing will be conducted prior to finalizing student grades each trimester (every twelve weeks).

State Mandated Assessment

New Horizons Charter Academy will participate in all required statewide assessments tests and will meet all statewide standards applicable to non-charter public schools.

Use of assessment data

The Instruction Committee, an advisory committee that reports to the Board of Directors, will continue to analyze student assessment data at regularly scheduled monthly meetings. Percentages on weekly publishers' tests for each classroom along with other teacher developed assessments, anecdotal records, and trimester grades will be reviewed by Lead Teachers prior to each reporting period for school progress reports. Positive as well as negative results will be shared by Lead Teachers and evaluated by the council to determine the specific causes for upward and downward trends, and specific action will be taken to modify or revise current instructional practices as necessary.

The Charter School staff will disaggregate data from yearly STAR tests for second through eighth grades to compare the New Horizons Charter Academy progress to that of the District's and the state for each curricular area, grade level, and significant subgroup. This analysis will focus the New Horizons Charter Academy efforts to keep pace with the state and District, and to be aware of the promising practices of the educational community at large.

All findings from the analysis of state and local assessments, and state and District comparisons, will continue to drive the allocation of the New Horizons Charter Academy resources. Funding recommendations and the scheduling of professional activities will be made by the Instruction Committee based on careful analysis of student achievement data. This committee's recommendation will be passed on to the Finance Committee for fiscal review. Both bodies are advisory committees and report to the Board of Directors. Final determination of implementation of all policies and initiatives will be the responsibility of the Board of Directors.

The Parent and Community Advocacy Committee, an advisory committee that reports to the Board of Directors, conducts evening meetings for parents and school community members to share school-wide standardized test score results in the fall of each school year. Individual student test score results are mailed home to parents in a timely manner, and discussed, interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

Testing

New Horizons Charter Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If New Horizons Charter Academy does not test (i.e., STAR, CELDT, CAHSEE) with the District, New Horizons Charter Academy hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as to New Horizons Charter Academy.

Element 4 - Governance

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

Non Profit Public Benefit Corporation

New Horizons Charter Academy will be a directly funded independent charter school and will be operated by Dharma Educational Institute, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

New Horizons Charter Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the charter school, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all of oversight responsibilities required by law.

Attached, as Appendix A, please find the DEI Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Bridge Policy.

Board of Directors

New Horizons Charter Academy will be governed by the DEI corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The DEI Board shall have no less than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors. Regular meetings will be held monthly unless otherwise scheduled by the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

Terms for the initial Board of Directors shall be five (5) seats for a term of either one (1) or two (2) year(s). The terms of the initial Board of Directors shall be staggered, with two (2) members serving for one (1) year and three (3) members serving for two (2) years. The initial Board of Directors is as follows:

Name	Term
Donnalyn Anton	2 years
Stephen Elsey	1 year
John Nagle	1 year
Ana Ramos	2 years
Robert Robertson	2 years

The DEI Board shall have at least one parent representative, and community representatives appointed by the Board. One or two parent representative(s) in year one shall be recruited from the community and have at least one school age child. After year one, the parent representative(s) must have at least one child currently enrolled in NHCA. This representative will be appointed in the month of June. The community representatives shall be recognized in the community. They will have a minimum of 5 years of business or professional experience. They must also have a demonstrated vested interest in supporting education. They will also be appointed in June.

Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities and public relations.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the charter school shall appoint an additional member to ensure that the Board is maintained with an odd number of Directors.

Board Meetings and Duties

The DEI Board of Directors will meet regularly, at least once a month (except during the summer), possibly on Saturday mornings, and in accordance with the Brown Act. The Board of Directors will meet within the jurisdictional boundaries of LAUSD, and is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and terminate the position of Executive Director and Administrator of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as the fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School (e.g., monthly review of profit and loss statement, balance sheet, cash flow analysis, and revenue statement; review of interim reports, unaudited actual and final audit; review and approval of initial and final annual budget, and any budget revisions);
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in Charter School programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;

- Review request for out of state or overnight field trips;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The DEI Board shall adopt a Conflict of Interest Bridge Policy which complies with the Political Reform Act, LAUSD's interpretation of Government Code Section 1090, Corporation Code Conflicts of Interest rules, and which shall be updated with any Charter School-specific conflicts of interest laws or regulations.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the charter school any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The DEI Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Administrative Leadership

As it begins operation, NHCA will utilize two administrative leaders: an unpaid Executive Director who has substantial educational experience, and a paid Administrator. The Administrator will assume a role much like a principal in a traditional public school. The following tasks will be shared between the Executive Director and the Administrator, and include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;

- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Central Business Advisor of the Charter Schools Division on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, student discipline, and student special education (except as permitted consistent with MOU with LAUSD), may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

Advisory Committees

New Horizons Charter Academy may utilize advisory committees as a means for soliciting stakeholder input, and for supporting the work of the Board. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee.

Staff, parents and community members may apply for a committee of their choice on an annual basis. Placement of staff members will be made by the prior year's representatives based on the employee's preference and the additional responsibilities of each individual. Every attempt will be made to proportionally distribute the membership of each committee, with a membership of between 5 and 10 members on each committee.

Each full-time employee must be a participating member of a committee. All other employees will be encouraged to participate.

The following are examples of committees which NHCA may organize:

- **Parent Community Advocacy Committee**

Tasks:

- Encourage community activities and recruitment of volunteers;
- Function like a School Site Council and Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Monitor and review policies for student and parent activities;
- Review and revise the Home-School Contract as needed.

- **Finance Committee**

Tasks:

- Review yearly budget;
- Review expenditures and cash flow;
- Review budget adjustments as needed;
- Review interim and year-end fiscal reports;
- Recommend commission of annual fiscal audit;
- Review the monitoring of ADA (student enrollment) and revenues;
- Recommend fund reserves utilization;
- Apply for grants and funds;
- Solicit private and corporate donations;
- Review Mandated Cost Reimbursement Program;
- Review E-Rate Program, if applicable;
- Review contracts;
- Review facilities utilization and insure a safe campus;
- Review long-range facilities plan;
- Coordinate and oversee school emergency plans;
- Review maintenance needs.

- **Instruction Committee**

Tasks:

- Review the implementation of State Board of Education-approved Common Core State Standards;
- Ensure ongoing articulation among teachers and across grade levels:
 - ✓ Monitor scheduling of grade level meetings;
 - ✓ Monitor use of ELD portfolios;

- ✓ Ensure the use of publishers' tests, and other assessments as designated by the committee;
- Review student outcomes annually and design action plans centered around the following assessment tools;
 - ✓ STAR (including review of CSTs, AMOs, API and AYP);
 - ✓ CELDT;
- Recommend instructional materials, including all state adoptions;
- Recommend a yearly plan and schedule for staff development activities;
- Coordinate parent education activities related to instructional program with the Family Center;
- Review ongoing implementation of New Horizons Charter Academy's Technology Plans;
- Review the Special Education program:
 - ✓ Recommend a plan and schedule for staff development related to serving students with disabilities;
 - ✓ Review compliance with federal and state regulations;
 - ✓ Review student assessment, placement, and mainstreaming of special education students;
- Review the continuous implementation of a differentiated instructional program for English Learners, students with disabilities, socioeconomically disadvantages, and academically low- and high-achieving students.

- **Personnel Committee**

Tasks:

- Design and review the recruitment and selection process for personnel;
- Develop employee job descriptions and contracts to be recommended to the Board of Directors;
- Design the development of schedules and organization of classes to be recommended to the Board of Directors;
- Review and recommend track and grade assignments (with Instruction Committee);
- Recommend policies related to leaves of absence, staff attendance, release and vacation days;
- Review and recommend all decisions related to hiring;
- Review and recommend annual school-wide salary adjustments and benefits (with Finance Committee);
- Review staff evaluation process;
- Review all personnel policies to determine they are in compliance with existing law.

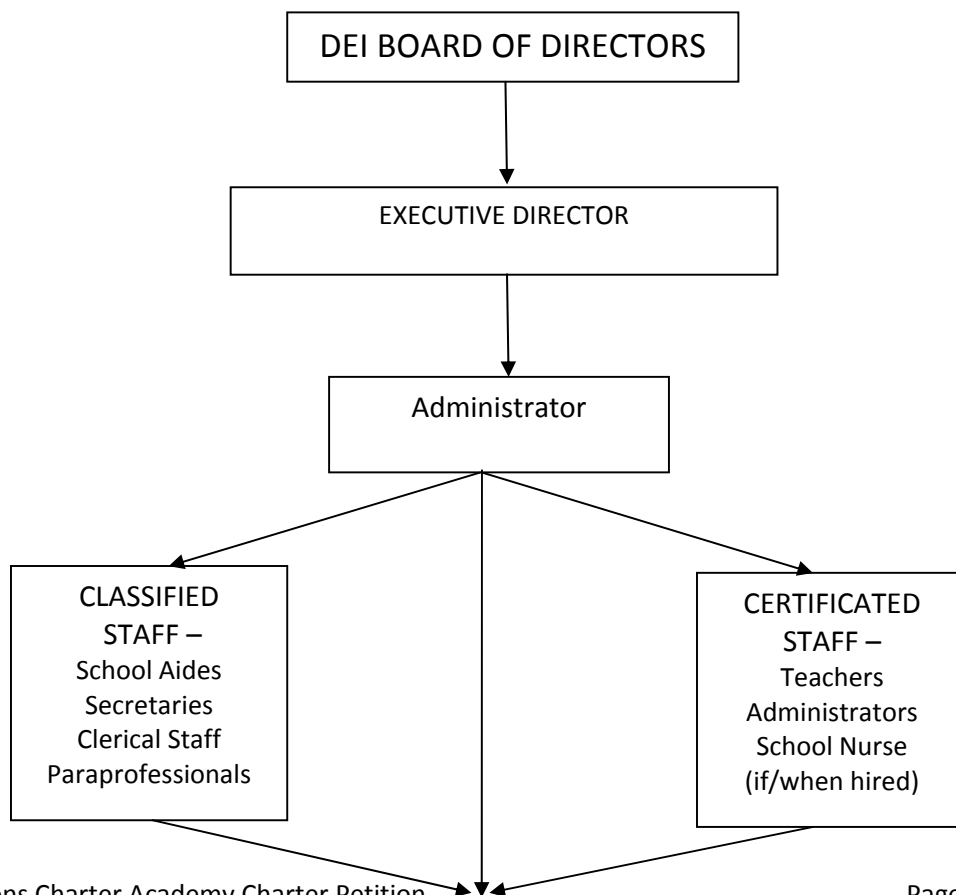
Parent Involvement in Governance

Parents are involved at New Horizons Charter Academy's governance in multiple ways. As stated above, a minimum of two parents will be DEI Board members. Additionally, parents sit on all New Horizons Charter Academy committees. These are not elected positions; rather, all parents are invited to

participate. Parents also volunteer with the Charter School during field trips and in the classroom. New Horizons Charter Academy offers a number of schoolwide events in which parent participation is encouraged, including, for example: Back to School, Open House, Parent Orientation meetings, Halloween Festival, Winter Program, Latino Heritage Month, African American Heritage Month, and the International Dance Festival. Finally, the New Horizons Charter Academy offers classes for parents in English as a Second Language, referrals to legal, health, vision, dental assistance; and classes in nutrition and Yoga. Parents must provide proof of TB clearance before enrollment in classes.

The role of the Family Center will be for parents to hold meetings regarding their involvement in the Charter School, especially in regard to increasing parental involvement; they will also be an important liaison to welcome new parents joining the Charter School to share opportunities for involvement, and share relevant Charter School information; they may also provide support in other areas such as helping teachers prepare materials that require cutting, collating sets of learning materials when needed, if the teachers ask for this help. The role of the Family Center will be for the Charter School to have parental representation to make the Charter School a very inclusive community. The Family Center will be staffed and managed by parent volunteers who want to be involved in providing Charter School community support through the various activities they can plan, lead, and organize to benefit our charter's students. Parents can take leadership roles to present after-school mini-workshops to share their expertise or assist students in after school teacher/staff-led enrichment classes.

Organizational Chart



School Committees
Finance
Parent Community Advocacy
Instruction/Teacher Selection
Personnel

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

New Horizons Charter Academy will comply with the Brown Act.

Members of DEI's executive board, any administrators, managers or employees, and other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

Grievance Procedure for Parents and Students

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

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

New Horizons Charter Academy will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy

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

Responding to Inquiries

New Horizons Charter Academy and/or its nonprofit organization shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. New Horizons Charter Academy and/or its nonprofit organization acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

Notifications

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

Element 5 – Employee Qualifications

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

Equal Employment Opportunity

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

Qualifications of School Employees

New Horizons Charter Academy will be committed to ever-increasing standards of professional excellence. Employees in all job categories assume increased responsibility and ownership of the New Horizons Charter Academy and will be encouraged to be innovative problem solvers. A synergy of interdependence, which fosters an atmosphere of flexibility and encourages individuals and groups to work together, has been created to overcome challenges. All employees, regardless of position, will have a genuine commitment to create an enhanced and supportive environment in which academic achievement, hard work and pro-social behaviors are valued and modeled.

- All employees shall be employees solely of New Horizons Charter Academy.
- All employees will be fingerprinted and cleared through the Department of Justice and have a current TB Test. Any offer of employment made by the New Horizons Charter Academy prior to the criminal conviction/fingerprint check and TB Test will be null and void in the event that the records show that the person does not meet the New Horizons Charter Academy standards. Employees cannot begin employment at the New Horizons Charter Academy until clearance has been obtained from the Department of Justice.
- The Executive Director and Administrator must meet the following qualifications:
 - An understanding of and alignment with the school’s mission and vision. Demonstrated commitment to ensuring high academic achievement for the NHCA student community.
 - Possess a Bachelor’s Degree from an accredited four-year university as well as an advanced degree (Masters or Doctorate)and/or administrative credential are required.
 - Educational leadership in a K-12 educational organization such as a traditional public school system, charter school, private school or other educational organization is highly desired.
 - Demonstrated ability to develop and implement rigorous California Standards-Based curriculum.
 - Five years (minimum) of successful management experience and a track record of initiating and managing fiscal growth.

- Proven ability to develop meaningful relationships with diverse school community members and key NHCA stakeholders. Familiarity with the local district and California charter community desired.
- A track record of developing and securing resources through philanthropy and other funding opportunities, strategic partnerships, and mobilization of stakeholders is required.
- Proven capacity for leadership including ability to effectively assemble and motivate a team of educational professionals to achieve ambitious and measurable results.
- A track record of successfully running and managing the finances and operations of an educational institution are highly desired.
- Ability to relate to parents and be culturally and linguistically sensitive to ensure parents are always welcomed and involved in school as members, learners, and contributors.
- All core (as defined in Element 1) classroom teachers must have a valid teaching credential on file with the California Commission on Teacher Credentialing (CTC) and must meet the criteria for “highly qualified” status as per the regulations of *No Child Left Behind*. Teachers should also possess EL authorization issued by the CTC. Current copies of all teacher credentials will be maintained and made readily available for inspection. The Executive Director monitors the timely renewal of credentials with additional oversight from the Los Angeles County Office of Education.
- All noncore teachers must demonstrate subject matter competence or be pursuing a credential or certification. There will be periodic evaluations of their skills to make sure that they meet the Charter School’s expectations. The Charter School may waive NCLB compliance for noncore teachers for credentialing only.
- All paraprofessionals must be high school graduates or the equivalent, and must meet the criteria for “highly qualified” status as per the regulations of *No Child Left Behind*.

Job Descriptions

Teacher

Teachers are the heart of New Horizons Charter Academy. They are responsible for:

- the direct instruction of students (their primary duty), as well as planning instruction and setting goals;
- implementing curriculum;
- clearly and timely communicating of standards, achievements and deficiencies to students and parents;
- teaching good study habits;
- monitoring and assessing academic progress;
- working with students, specialists, parents and administrators to develop individual education plans, independent study programs and academic remediation processes;
- maintaining complete and accurate student academic and disciplinary records;
- ordering and maintaining appropriate levels of textbooks, instructional materials and equipment;
- maintaining safe and orderly classrooms;

- maintaining and improving their own professional knowledge and skills;
- following the directives from the Administrator;
- cooperating with the Administrator, all other employees, classroom assistants, parents and community members in their common endeavor to educate NCHA students;
- setting an example of intellectual curiosity, critical thinking, self-motivation and self-discipline for students;
- and modeling competence, honesty, personal responsibility and respect for others in every aspect of the job.

Executive Director and Administrator

The Executive Director and Administrator will manage the daily operation of the school and work closely with the Board of Directors to execute the long-term, strategic growth of the Charter School and its mission and vision. The Executive Director and Administrator will be responsible for the following:

- Develop and refine strategic goals, with the Board of Directors, to achieve its mission and vision, establish clear benchmarks, and track and measure progress.
- Recruit, develop, manage, and retain high quality, culturally and linguistically diverse (CLD) senior leadership team and administrative staff.
- Supervise, support and manage school leadership and staff in all aspects of their work including effective support for faculty, maximizing student achievement outcomes and closing the achievement gap between sub-groups as identified in the strategic goals.
- Oversee the fiscal health of the school for effective operation and long-term sustainability, including management of the operational budget and development of adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Ensure operational integrity of the school including satisfactory and proactive compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and successful charter petition renewal.
- Ensure that diversity, as defined by the Board, is a principle and practice articulated throughout the organization including in the culturally and linguistic student demographics, leadership and organizational policies.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including the district charter office, local leadership, school faculty, staff, students, parents, community members, and other private and public partners.
- Establish strong ties to the professional staff from the Charter School of Education at California State University, Los Angeles and with the adjacent community resources to provide additional resources to support NHCA's academic growth.
- Represent and advocate for the school at the local and State level including the California charter school community.
- Inform and ensure that the Board of Directors has the necessary information to effectively perform its fiduciary duty.

Selection of Highly Qualified Personnel

Consistent and well-defined hiring policies and practices will ensure that all employees of the New Horizons Charter Academy have the abilities and attitudes necessary to implement the programs and fulfill the goals delineated in the charter.

The Board of Directors will develop job descriptions for all positions to ensure that applicants have a clear understanding of New Horizons Charter Academy's expectations.

A well-defined and commonly understood mission and vision allows all interview and hiring committees to focus on each applicant's specific qualities and whether the applicant will be successful at New Horizons Charter Academy. All potential applicants are given a copy of the charter and are strongly encouraged to visit the New Horizons Charter Academy during the application process to better understand the mission, goals, and programs.

(See Appendix B for Job Descriptions for all New Horizons Charter Academy employees.)

Staff Member Selection

New Horizons Charter Academy shall select its own staff. New Horizons Charter Academy shall be solely responsible for the selection, hiring, disciplining, and termination of its employees. The District shall not be responsible for any employment related matters involving New Horizons Charter Academy and its employees.

New Horizons Charter Academy staff shall reflect the diversity of the community. Staff will be expected to show potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Some support staff will be selected on their strong English-Spanish bilingual skills to provide classroom assistance (as needed) to teachers, students, and parents during conferences.

Selection of Administrators

New administrators shall be recruited and interviewed by a committee selected by the DEI Board of Directors. Selection will be made by the total membership of the Board of Directors. Any future change in the current structure and/or responsibilities of the Executive Director and Administrator must be approved by the Board of Directors.

Selection of Teachers

Prior to selection, all teacher candidates are observed by the teacher selection committee either teaching in their current classroom or are asked to do a demonstration lesson in a classroom at New Horizons Charter Academy.

Selection of Paraprofessionals

Recruitment, testing, interview and selection of paraprofessionals will be overseen by the Executive Director and/or the Administrator.

Selection of Day-to-Day Substitutes

New Horizons Charter Academy will utilize fully credentialed (CTC), qualified substitutes from New Horizons Charter Academy's substitute pool of credentialed teachers. An hourly rate of pay will be established yearly.

A High Quality Work Environment

New Horizons Charter Academy is committed to retaining a highly qualified staff by providing a quality work environment and implementing consistent and recognized personnel procedures.

Personnel Handbook

A Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Board of Directors, will be implemented. All employees will receive a copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Board of Directors.

The following list represents a selection of the major topics addressed in the Personnel Handbook. *(For more detail, please refer to the copy of the Employee Handbook, attached as Appendix C.)*

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

Compensation and Benefits

New Horizons Charter Academy will review its salary schedules on an annual basis with the intent that employees be appropriately compensated for their level of performance and expertise.

Payroll will be monthly.

New Horizons Charter Academy will provide the following for all employees:

- Worker's Compensation Insurance
- Unemployment Insurance
- Any other insurance required by law

Full-time qualified employees may receive New Horizons Charter Academy furnished:

- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Short/Long-Term Disability Insurance

Professional Responsibilities and Evaluation

Once hired, all employees will be encouraged to develop and maintain a high level of expertise through on-going professional development opportunities. New Horizons Charter Academy will provide all employees with a wide variety of professional development opportunities, which are not limited to their particular job category, but also include those which promote better understanding of charter school and educational issues in general.

The Professional Responsibilities of hired employees at New Horizons Charter Academy are the following:

Teachers will be responsible for providing California Content Standards and Common Core State Standards-based academic instruction for students in grades K-8.

Teachers will be responsible for continuous participation in professional development that relates to school policies, explore academic research to discuss, collaborate with grade level peers and peers from all grade levels to reflect and plan effective teaching practices relating to student learning and differentiation for all students, explore and collaborate to develop effective strategies to increase student achievement that will address all students' needs; be involved in various school committees such as safety, curriculum, budget planning, and discipline; participate in welcoming parents, students, and community members to their respective classroom; and conducting ongoing communication with parents, families, and administrators to share and discuss student progress, especially during parent conferences and as needed.

Support Staff will be responsible to provide academic support to students as directed by grade-level teacher; follow school-wide policies; supervise students during recess, lunch, and/or dismissal if needed. Attend staff meeting that require their presence for school-wide professional development, provide translation during parent conferences for teachers who might not speak the student's home language, and provide student support to teachers and students conducting after school intervention classes and/or content area tutoring.

Administrators such as the Executive Director/Administrator are responsible to adhere to all the policies and regulations to oversee the school's day-to-day functioning, including evaluating teachers, meeting with the Board of Directors, reaching out to community members to bring resources to the charter, collaborate and dialogue with personnel from LAUSD to be in good standing as it relates to the charter school issues.

All employees are evaluated annually using criteria including, but not limited to, the review of fulfillment of responsibilities according to specific job descriptions and general professionalism.

Teachers

Teachers, regardless of experience level, will use the framework of the Common Core State Standards to engage in reflective practice, plan lessons and instructional strategies, organize professional portfolios, develop cognitive coaching projects and set professional goals. The framework additionally provides teachers with a common language and foundation to engage in meaningful discussions with colleagues and administrators, and to further enhance their teaching skills.

Multiple criteria are utilized for annual teacher evaluations, including, but not limited to, classroom observations and review and analysis of student achievement data. At New Horizons Charter Academy, the Executive Director will be in charge of evaluating teachers.

Executive Director and Administrator

The Executive Director is committed to consulting the most current research to guide the instructional program and personnel practices of the New Horizons Charter Academy. In addition, the Executive Director and Administrator continue to actively promote the New Horizons Charter Academy's mission statements by seeking innovative solutions to all challenges and by disseminating current educational research and resources to staff members.

Each year, the Executive Director, working in conjunction with and under the advisement of the Board of Directors, review and update the job descriptions of employees, as needed. The quality and extent to which the Executive Director and Administrator have fulfilled his/her specific responsibilities is reviewed by the Board of Directors at the end of the year and recommendations for improvement or next steps are presented.

Non-certificated Staff and Teacher Assistants

All non-certificated staff members will be evaluated yearly by their immediate supervisors, usually the Executive Director. Teacher assistants will be evaluated twice yearly by each of the teachers to whom they are assigned.

Element 6 – Health and Safety

“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 record summary as described in Section 44237” (Education Code Section 47605(b)(5)(F)).

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 10 days prior to operation. An early draft of these procedures is attached as Appendix D.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the DEI Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

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 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. The Charter School will require immunization of students as a condition of school attendance to the same extent as would apply if the students attended a non-charter public school.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
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.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish 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.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco 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).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from 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. NHCA will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at NHCA (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 sexual harassment policy.

Insurance Requirements

No coverage shall be provided to New Horizons Charter Academy by the District under any of the District's self-insured programs or commercial insurance policies. New Horizons Charter Academy 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 New Horizons Charter Academy from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the New Horizons Charter Academy's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required and will be met:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the New Horizons Charter Academy insurance shall be primary despite any conflicting provisions in our school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect New Horizons Charter Academy from claims that may arise from its

operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the New Horizons Charter Academy does not operate a student bus service. If New Horizons Charter Academy provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the New Horizons Charter Academy to cover all charter school employees who handle, process or otherwise has responsibility for New Horizons Charter Academy 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.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance shall be primary despite any conflicting provisions in New Horizons Charter Academy policy.*

Evidence of Insurance

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

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

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

Should New Horizons Charter Academy 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 New Horizons Charter Academy.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, New Horizons Charter Academy 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. New Horizons Charter Academy 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 New Horizons Charter Academy, and their officers, directors, employees or volunteers. Moreover, New Horizons Charter Academy agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan

New Horizons Charter Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of our school. New Horizons Charter Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA

New Horizons Charter Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

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

Element 7 – Means to Achieve Racial & Ethnic Balance

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

Recruitment Plan

The Petitioners have already begun efforts to inform our diverse parents, neighbors and community members about the charter establishment process. These efforts will continue throughout the approval process and following approval until the first year enrollment goal has been met. It is our intent to attract a diverse student body reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District; we are reaching out to the community accordingly. Our outreach plans are detailed in Community Outreach Initiatives, attached as Appendix E and included immediately below.

New Horizons Charter Academy plans to utilize a broad based community outreach program. The initial plan will call for the use of the internet, print media, mailings and local groups and regional organizations. This plan will be started as soon as the charter is approved which is anticipated to be in April 2013.

NHCA will be creating a website to be the main source of information about the Charter School. Those searching on the internet for elementary schools in the North Hollywood area should be able to find our school easily. NHCA would also want the parents to be able to read more about the Charter School and its goals and accomplishments before visiting. All of this will be communicated by the Charter School’s website. The website is designed to be a source of information about the Charter School and also to highlight important aspects of the educational program and operation that parents may want to know. Besides the website, other marketing websites such as Yelp, Schooldigger.com, localschooldirectory.com, greatschools.com, and laparenthood.com can be used to promote the Charter School online and help parents in finding the school.

With print media, the focus would be on several sources. The first would be a popular parenting magazine called LA Parent and would start in May 2013. This publication is often found at grocery stores and other neighborhood stores. It is a “go-to” guide for parents in the Los Angeles area. Additionally, advertisements would be placed in La Opinion and the Los Angeles Times also starting in May 2013. These newspapers would be the ones that would most likely be accessed by perspective parents. The ads would announce the Charter School and highlight the benefits of attending.

NHCA will conduct a direct mail campaign that targets the homes in the neighborhoods around the Charter School. A small postcard will be developed to announce the Charter School’s opening and focus on the strengths of the Charter School. High quality pictures will assure that our facility will be noticed in mailboxes. This will begin in May 2013 and run until June 30, 2013.

Next, NHCA would join the North Hollywood Chamber of Commerce and utilize its resources and strengths to publicize the Charter School. The Chamber of Commerce is well organized and connected to so many groups. It holds mixers and networking events that would be very beneficial to the Charter School. The Charter School would host one of these events to show the business owners and

representatives how great NHCA truly is. The Chamber members would then tell associates, friends and family about the Charter School.

NHCA will be talking to the local churches and synagogues to let each congregation know about the new charter school in their area. These kinds of gatherings would be ideal to get the Charter School's message out to large groups. Some of the churches in the area include: Christ Chapel of the Valley, First United Methodist Church, St. David's Church and St. Paul First Lutheran. We will be going to services starting on April 27 and then on May 5, 12, 19 and 26th. In June, we will visit the churches on the 2nd, 9th, 16th, 23rd and 30th.

NHCA has a very close relationship with its local councilmen, Tom LaBonge and Paul Krekorian. These two political offices will be used to extend to Los Angeles and the greater Valley's knowledge of the Charter School. As representatives of their communities, their role is to promote new endeavors and successes in their districts. It is anticipated that part of their discussions will include education and of course the new charter school opening that will greatly enhance the community.

The National Council of La Raza works to promote opportunities for Hispanics. One of its primary focuses is on education. NHCA will be working with NCLR and using its experience to help build a school that supports Hispanics and other ethnic groups to excel and reach their educational goals. It is our goal to broaden the involvement of these communities within the greater Los Angeles and Valley communities, which will definitely benefit the Charter School's enrollment.

Local Demographics

<u>School</u>	<u>% Students Eligible for Free/Reduced Lunch</u>	<u>% of Special Ed. Students</u>	<u>% of EL Students</u>	<u>% Hispanic or Latino Students</u>	<u>% Black or African American Students</u>	<u>% White Students</u>
<u>Maurice Sendak Elementary</u>	<u>96</u>	<u>11</u>	<u>43</u>	<u>90</u>	<u>3</u>	<u>4</u>
<u>Oxnard Street Elementary</u>	<u>100</u>	<u>16</u>	<u>32</u>	<u>91</u>	<u>2</u>	<u>3</u>
<u>Lankershim Elementary</u>	<u>100</u>	<u>8</u>	<u>36</u>	<u>80</u>	<u>9</u>	<u>5</u>
<u>Toluca Lake Elementary</u>	<u>80</u>	<u>10</u>	<u>18</u>	<u>72</u>	<u>7</u>	<u>18</u>
<u>Rio Vista Elementary</u>	<u>57</u>	<u>15</u>	<u>4</u>	<u>36</u>	<u>21</u>	<u>32</u>
<u>Walter Reed Middle School</u>	<u>59</u>	<u>11</u>	<u>10</u>	<u>46</u>	<u>8</u>	<u>34</u>
<u>Roy Romer Middle School</u>	<u>99</u>	<u>12</u>	<u>20</u>	<u>91</u>	<u>4</u>	<u>3</u>
<u>Colfax</u>	<u>33</u>	<u>14</u>	<u>8</u>	<u>23</u>	<u>8 (Asian)</u>	<u>59</u>

<u>Charter Elementary</u>						
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Court-ordered Integration

New Horizons Charter Academy 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 Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal.

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 Horizons Charter Academy 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 Horizons Charter Academy 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 school.

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

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

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at New Horizons Charter Academy under the

NCLB-PSC program increases in subsequent years, New Horizons Charter Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

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

New Horizons Charter Academy also understands that as part of its oversight of the New Horizons Charter Academy, the District may conduct program review of federal and state compliance issues.

Element 8 – Admission Requirements

“Admission requirements, if applicable” (Education Code Section 47605(b)(5)(H)).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except for in the case of a public random drawing (where admissions preference must be granted to residents of the District, as required by law), shall not be determined by the place of residence of the pupil or his or her parents.

The Charter School’s application process is comprised of the following:

1. Parent attendance at a school orientation meeting is encouraged
2. Completion of a student Application Form (attached as Appendix F)

Enrollment packets for students who are admitted will also gather the following:

1. Completed Enrollment Form (attached as Appendix G)
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open application 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, the Charter School 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. All students currently enrolled in the Charter School
2. Siblings of enrolled students
3. Students of Charter School teachers and staff, not to exceed 10% of total enrollment
4. Residents of the District
5. All other applicants

Pursuant to federal and state guidelines, during any period of funding under the Public Charter Schools Grant Program (“PCSGP”), the following shall apply:

1. The public random drawing will be held as a single weighted public drawing.
 - a. Residents of the District will be given a 2:1 weighting factor, or as otherwise agreed upon with the District.
 - b. No other preferences other than for “residents of the District” shall be used during the PCSGP funding period.
2. The following categories of students will be exempt from the public random drawing:
 - a. Students already enrolled in the Charter School
 - b. Children of Charter School teachers and staff
 - c. Siblings of enrolled students
3. No other exemptions other than those listed above in 2.a through 2.c shall be used during the PCSGP funding period.
4. The sum of all exemptions for children of Charter School teachers and staff, combined, will not exceed 10% of total enrollment.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting list carry over to the following school year. The Charter School will contact the families of students promoted off the waiting list by phone, email, and mail, and families will have three school days to respond.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School’s website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date, so that all interested parties may observe the lottery. The lottery will occur at the Charter School. The lottery will be conducted publicly, which will ensure that lottery procedures are fairly executed. The Charter School will keep application forms and all documentation of the lottery on file to document the fair execution of lottery procedures.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the DEI Board as necessary. In year one (1), if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

November

Application forms available at school administrative office or online at the Charter School’s website.

Last week of January

Public random drawing conducted (if necessary). Admission notification and enrollment packets are distributed upon student's selection at public random drawing.

**Two Weeks After Lottery/
Approximately the Second
Week of February**

Completed enrollment packets due back to the Charter School within two (2) weeks of the date of the public random lottery, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

McKinney-Vento Homeless Assistance Act

New Horizons Charter Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

New Horizons Charter Academy will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Element 9 – Annual Financial Audits

“The manner in which an annual, independent financial audit 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)).

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director and Administrator, along with the audit committee, if one is appointed by the Board, will review any audit exceptions or deficiencies and report to the DEI Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

District Oversight Costs

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

Balance Reserves

Additionally, it is recommended that the New Horizons Charter Academy maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that New Horizons Charter Academy owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from the New Horizons Charter Academy, the charter school authorizes the District to deduct any and all of the in lieu property taxes that New Horizons Charter Academy otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The charter school further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to New Horizons Charter Academy. Should this revenue stream be insufficient in any fiscal year to cover any such costs, New Horizons Charter Academy agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

New Horizons Charter Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit New Horizons Charter Academy 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 New Horizons Charter Academy agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of New Horizons Charter Academy financial information,
- New Horizons Charter Academy's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- New Horizons Charter Academy's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

New Horizons Charter Academy 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 New Horizons Charter Academy. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours' notice.

New Horizons Charter Academy will develop and maintain internal fiscal control policies governing all financial activities.

Element 10 – Suspensions and Expulsions

“The procedures by which pupils can be suspended or expelled” (Education Code Section 47605(b)(5)(J)).

Student Suspension and Expulsion Policy

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 these Policy and Procedures are available on request at the Executive Director’s office.

Suspended or expelled students shall be excluded (e.g. not permitted to participate) from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

LAUSD-Specific Language

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

The Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

The 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.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LASUD Special Education Service Center.

The Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at anytime 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; 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 of 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 his or her own 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 so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in 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 preinitiation 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, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to 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 acts 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 transmission 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 Administrator 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 Administrator 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 of 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 his or her own 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 so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in 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 preinitiation 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 terrorist 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, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to 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 acts 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 transmission 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:
 - iv. A message, text, sound, or image.
 - v. 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.
 - vi. 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 Administrator 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 Administrator or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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 Administrator or the Administrator's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Administrator or designee.

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

At the conference, the 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 of when the Administrator determines that the student committed a suspension offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School 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, the Administrator or designee shall make a reasonable effort

to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the Charter School Administrator or designee wishes 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, or twenty (20) school days per year. Upon a recommendation of Expulsion by the Administrator or Administrator's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Administrator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Administrator and/or the classroom teacher, to complete instructional activities missed due to his suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing, if requested, shall be held within thirty (30) school days after the Administrator or designee determines that the pupil has committed an expellable offense and has made a recommendation for expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days by the Administrator or designee 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 expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 which 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 entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

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

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 proceedings 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 recommendation by the administrative panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing, whether the Administrative Panel or the Board conducts the hearing. The Board shall make its decision during a public meeting. The decision of the Board of Directors is final.

If the Board adopts a recommendation to expel a student, the procedures outlined below will be followed. If the Board rejects a recommendation to expel a student, the student shall immediately be returned to his/her educational program. If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

If the Board hears a case and it decides to expel a student, the procedures outlined below will be followed. If the Board decides not to expel a student, the student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Administrator, within 10 schooldays following a decision of the Board of Directors to expel, shall send by mail written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Reinstatement eligibility review date
4. A copy of the student's rehabilitation
5. The type of educational placement during the period of expulsion
6. Notice of appeal rights/procedures

The Administrator or designee shall send by mail a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

The Board of Directors' decision to expel shall be final.

LAUSD-Specific Language

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student has been identified and is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly

and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

LAUSD-Specific Language

Outcome Data

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

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The 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, the Charter School's governing board shall readmit the pupil, unless the 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

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

Special Education Students

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

Gun Free Schools Act

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

Element 11 – Retirement Systems

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

Full time, certificated employees of Charter School will be eligible to participate in the State Teachers’ Retirement System (“STRS”). Full time, non-certificated employees will participate in federal social security. The Charter School Board will periodically and regularly review other retirement systems for non-certificated employees.

The Executive Director will be responsible for ensuring that appropriate arrangements for coverage have been made.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools” (Education Code Section 47605(b)(5)(L)).

No student may be required to attend the Charter School. Pupils who choose not to attend New Horizons Charter 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. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13 – Employee Return Rights

“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)).

No public school district employee shall be required to work at the Charter School.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Leave and return rights for union-represented employees who accept employment with New Horizons Charter Academy will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Element 14 –Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter” (Education Code Section 47605(b)(5)(N)).

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

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

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

To Charter School:
c/o School Director

New Horizons Charter Academy
Sumathy (Susan) Kumar, Psy. D.
5955 Lankershim Blvd.
North Hollywood, CA 91601

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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the

Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15 – Exclusive Public School Employer

“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)).

Dharma Educational Institute is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (“EERA”). The Charter School shall comply with the EERA.

Element 16 –Closure Procedures

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

Revocation

The District may revoke the charter if New Horizons Charter Academy 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 Horizons Charter Academy if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

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

Prior to revocation, and in accordance with California Education Code section 47607(d) and State regulations, the LAUSD Board of Education will notify New Horizons Charter Academy in writing of the specific violation, and give New Horizons Charter Academy a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close New Horizons Charter Academy either by the DEI governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; DEI board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. The references to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of New Horizons Charter Academy will be issued by New Horizons Charter Academy within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity.
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the New Horizons Charter Academy by registered mail within 72 hours of the decision to Closure Action. New Horizons Charter Academy shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the charter school participates of the Closure Action shall be made by New Horizons Charter Academy by registered mail within 72 hours of the decision to Closure Action. New Horizons Charter Academy shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school's employees participate. New Horizons Charter Academy will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter school shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by New Horizons Charter Academy by registered mail within 72 hours of the decision to Closure Action. New Horizons Charter Academy shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results
3. Information on student completion of college entrance requirements for all high school students affected by the closure

New Horizons Charter Academy shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

New Horizons Charter Academy shall observe the following in the transfer and maintenance of school and student records:

1. New Horizons Charter Academy will provide the District with original cumulative files and behavioral records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the New Horizons Charter Academy. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. New Horizons Charter Academy will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If New Horizons Charter Academy closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the New Horizons Charter Academy for the delivery and/or pickup of the student records.
5. New Horizons Charter Academy must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. New Horizons Charter Academy will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

New Horizons Charter Academy shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

The financial closeout audit of New Horizons Charter Academy will be paid for by New Horizons Charter Academy. 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 Horizons Charter Academy will be the responsibility of New Horizons Charter Academy not LAUSD. New Horizons Charter Academy understands and acknowledges that New Horizons Charter Academy will cover the outstanding debts or liabilities of New Horizons Charter Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. New Horizons Charter Academy 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 the New Horizons Charter Academy participates, and other categorical funds will be returned to the source of funds.

New Horizons Charter Academy shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This

practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the charter school is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by DEI Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The DEI 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.

New Horizons Charter Academy shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, New Horizons Charter Academy shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end New Horizons Charter Academy right to operate as a charter school or

cause New Horizons Charter Academy to cease operation. New Horizons Charter Academy and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should 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.

Facilities

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 petition 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 the 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.

Facility Status: The New Horizons Charter Academy will 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 New Horizons Charter Academy will comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The New Horizons Charter Academy 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. The New Horizons Charter Academy will not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the New Horizons Charter Academy moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The New Horizons Charter Academy will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: The New Horizons Charter Academy will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Miscellaneous Provisions

A. Budget and Financial Reporting

“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)).

Attached, as Appendix H, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this 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, the Monday after close of the last day of the school month*
- h. *Statistical Report – Monthly, the Friday after the last day of the school month*
- i. *P1 – First week of January*
- j. *P2 – First week of April*
- k. *Bell Schedule – Annually by September*
- l. *Other reports as requested by the District*

B. Administrative Services

“The manner in which administrative services of the school are to be provided” (Education Code Section 47605(g)).

It is anticipated that New Horizons Charter Academy will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. New Horizons Charter Academy is interested in discussing the possibility of purchasing administrative services from LAUSD. If the District agrees, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the NHCA and the LAUSD and subject to its availability and willingness to provide such services.

C. Facilities

“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)).

The Charter School will operate at 5955 Lankershim Blvd. in North Hollywood. The facility has 10,000 square feet with 12 classrooms; will be housed in one building with and reception and office space; and has a multipurpose room of approximately 4,000 square feet. There is an outdoor playground for K-5th grade. Grades 6-8 will utilize the outdoor space at Maurice Sendak Elementary School, the North Hollywood multi-purpose senior center, a public park, or another suitable location where the Charter School can ensure the safety of students, following approval from the appropriate entity.

D. Transportation

The NHCA will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

Liability Impact on District

“Potential civil liability effects, if any, upon the school and upon the District” (Education Code Section 47605(g)).

New Horizons Charter Academy shall be operated by DEI, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of DEI shall provide for indemnification of DEI’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The DEI Board will institute appropriate risk management practices as discussed herein, including screening of employees as indicated in Element 6, establishing codes of conduct for students as indicated in Element 10, and internal dispute resolution.

Conclusion

By approving this charter, LAUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a **charter** school can and should be. To this end, the Petitioners pledge to work cooperatively with LAUSD to answer any concerns over this document and to present LAUSD with the strongest possible charter proposal requesting a five year term from July 1, 2013 through June 30, 2018.