

NEW DESIGNS CHARTER SCHOOL-WATTS

Grades 6-12

1st CHARTER PETITION RENEWAL

New Designs Charter School-Watts

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

March 25, 2014

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Table of Contents

EXECUTIVE SUMMARY	5
CHARTER RENEWAL CRITERIA	6
Academic Performance Index (API).....	7
Student Population Subgroup API Performance.....	8
Average Growth Over Time Scores (AGT).....	10
Performance Compared to a Recently Approved Area Charter School	12
ELEMENT ONE: THE EDUCATION PROGRAM.....	17
General Information.....	17
Closing the Achievement Gap	23
A “Typical Day” at the New Designs Charter School-Watts	27
What It Means to Be an “Educated Person” in the 21 st Century	28
Data Driven Decision Making	40
Instructional Strategies.....	40
Curriculum Outline	43
Professional Development	96
Charter School Annual Goals and Actions to Achieve the State Priorities	111
ELEMENT TWO: MEASURABLE PUPIL OUTCOMES AND ELEMENT THREE: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES	124
Curriculum and Instruction.....	125
Learning Outcomes.....	125
Individual Student Outcomes.....	125
School Wide Outcomes.....	128
Means of Measuring Student Outcomes	128
Frequency of Measuring Student Outcomes.....	128
Charter School Outcomes That Align With The State Priorities.....	132
ELEMENT FOUR: GOVERNANCE STRUCTURE	159
The Board of Directors	161
The School Leadership Council (SLC).....	162
Advisory Board.....	162
Organizational Charts	163
Current Board Members	165
Key Management Team.....	168
ELEMENT FIVE: EMPLOYEE QUALIFICATIONS	170
Job Descriptions and Qualifications	171
Chief Executive Officer	171
Principal	172
Assistant Principal	173
Dean of Students	173
College Counselor.....	175
Administrative Staff.....	176
Certificated Staff.....	176
Classified Staff.....	177
The Director of Business Services	177

Director of Strategy and Innovation	178
Director of Human Resources.....	179
Office Manager - Job Description.....	180
Recruiting Qualified Teachers	182
Evaluation of School Personnel.....	183
ELEMENT SIX: HEALTH AND SAFETY PROCEDURES.....	185
ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE.....	189
ELEMENT EIGHT: ADMISSION REQUIREMENTS.....	192
ELEMENT NINE: ANNUAL FINANCIAL AUDITS	195
ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES	198
ELEMENT ELEVEN: STRS, PERS AND SOCIAL SECURITY COVERAGE.....	208
ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	211
ELEMENT THIRTEEN: RIGHTS OF DISTRICT EMPLOYEES	212
ELEMENT FOURTEEN: MANDATORY DISPUTE RESOLUTION	213
ELEMENT FIFTEEN: EXCLUSIVE PUBLIC SCHOOL EMPLOYER.....	215
ELEMENT SIXTEEN: CHARTER SCHOOL CLOSURE PROCEDURES	216
ADDITIONAL PROVISIONS	223
APPENDIX.....	231

PREFERENCE FOR THIS PETITION

New Designs Charter School-Watts (also referred to herein as “New Designs”, “New Designs Charter School”, “NDCS-Watts”, or “Charter School”) is submitting this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (referred to herein as “the District” or “LAUSD”) as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2014 to June 30, 2019. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition New Designs Charter School-Watts offers a comprehensive learning experience that is designed to serve the needs of students in its catchment area.

DISTRICT PRIORITIES IN GRANTING CHARTERS

New Designs Charter School-Watts meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters based on the following:

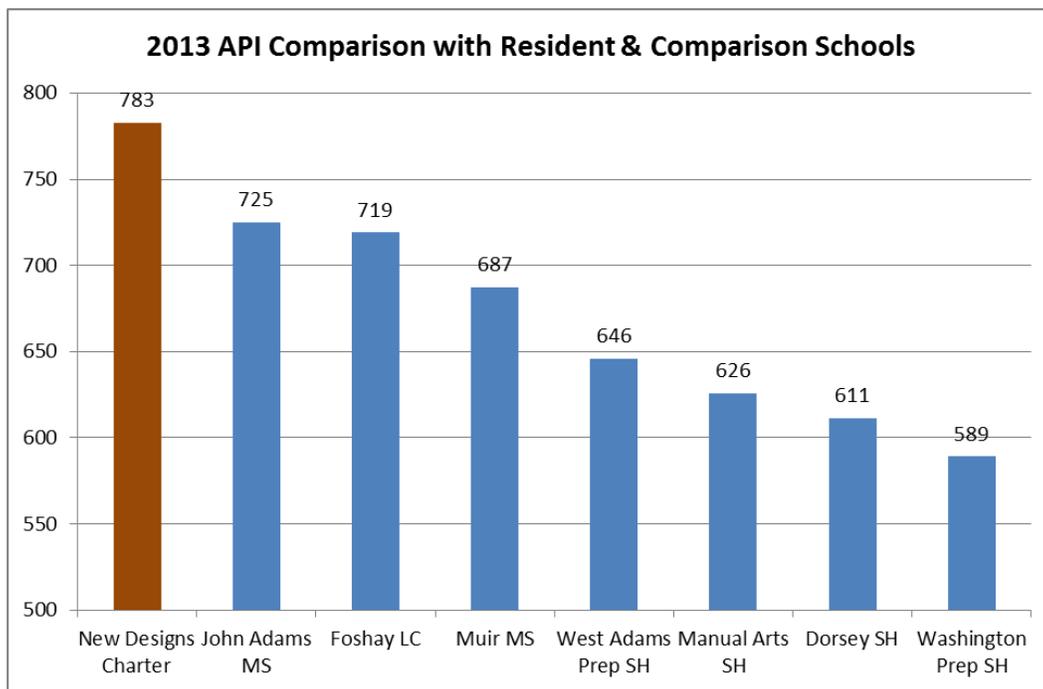
1. New Designs Charter School-Watts will be a school that serves an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. New Designs Charter School-Watts will be located in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. New Designs Charter School-Watts will implement an innovative small school design focused on personalized student education to support District’s goals for improving performance in secondary schools.

EXECUTIVE SUMMARY

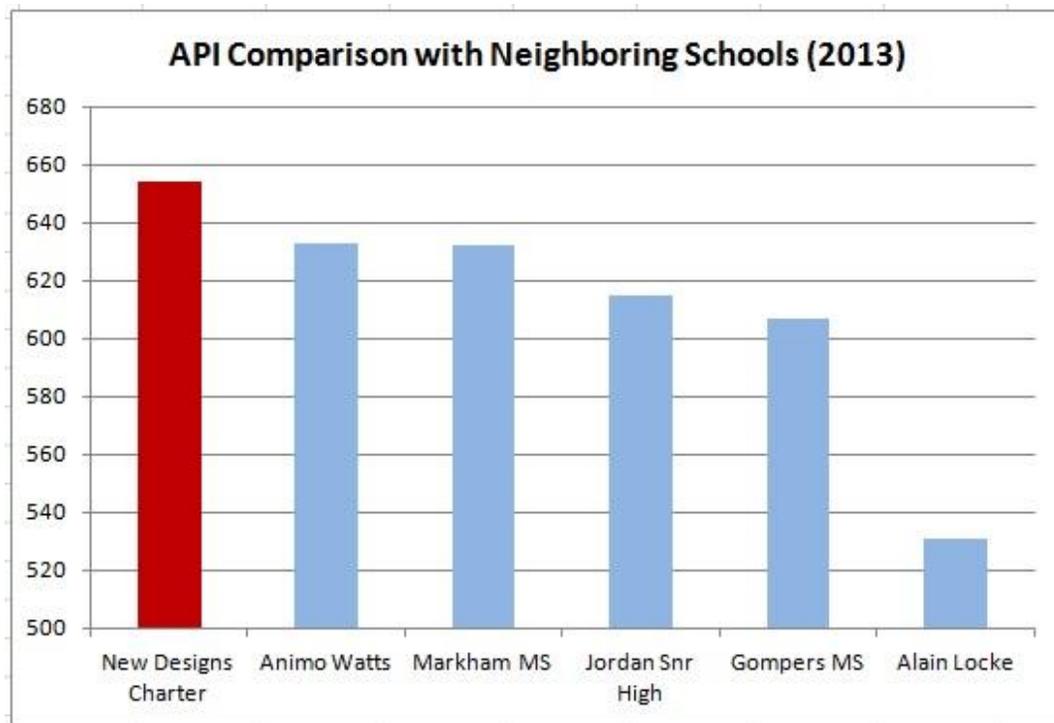
ABOUT NEW DESIGNS EDUCATIONAL GROUP

New Designs Educational Group (formerly New Designs Charter School Inc.) was founded in 2003 with the goal of developing college preparatory schools for urban communities. Currently, we serve approximately 1,200 students from lower socio-economic backgrounds with an average of 95% participating in the National School Lunch Program. As an organization New Designs Educational Group prides itself in operating schools that respond to the needs of the communities it serves. With a strong management team and a dynamic Governing Board, the organization has mobilized resources necessary to create rich learning environments.

New Designs Educational Group operates two schools in South Los Angeles. Our New Designs Charter School-University Park Charter has an API of 783 and we have successfully implemented strategies at the school that has led to achievement that far surpasses other schools in the area, as demonstrated in the graph below.



Similarly, our second school, New Designs Charter School–Watts, outperforms all other public and charter schools in the area based on the Academic Performance Index as demonstrated in the graph below.



CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b)(4) requires that a charter school must meet one of four indicators including the following to qualify for renewal:

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

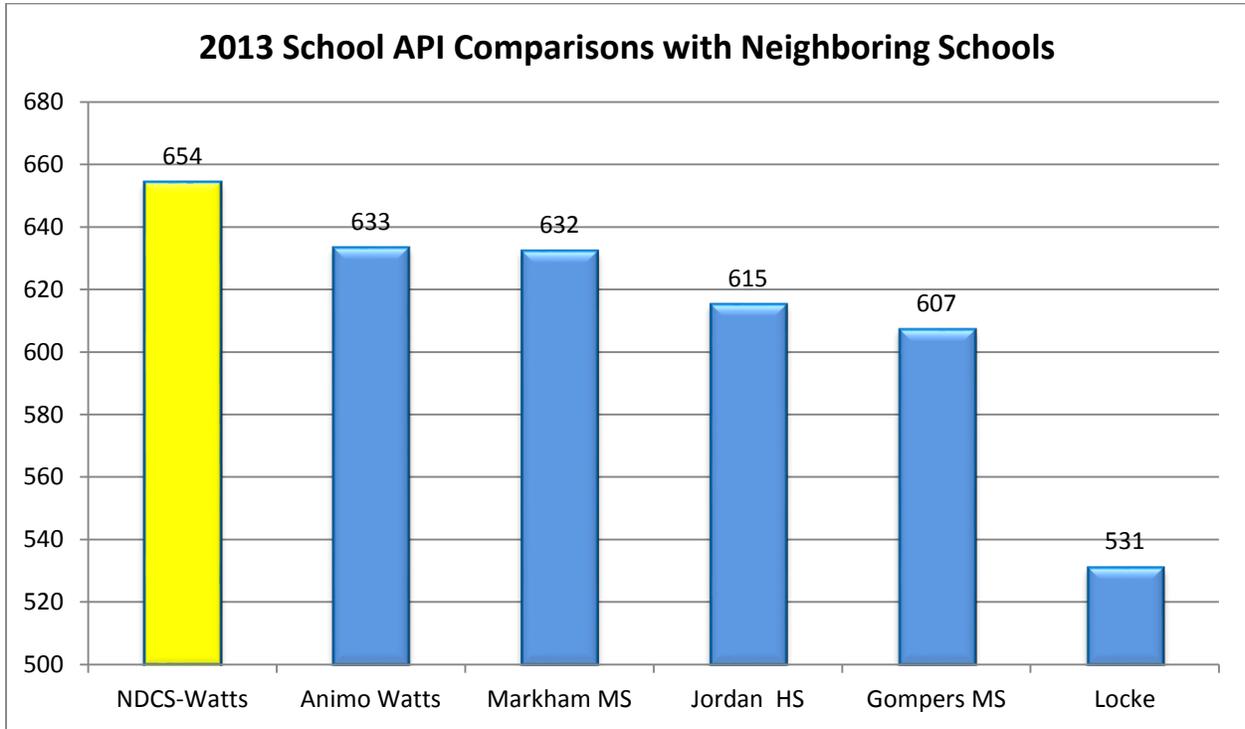
The following shall serve as documentation confirming that New Designs Charter School-Watts (“New Designs”) meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b).

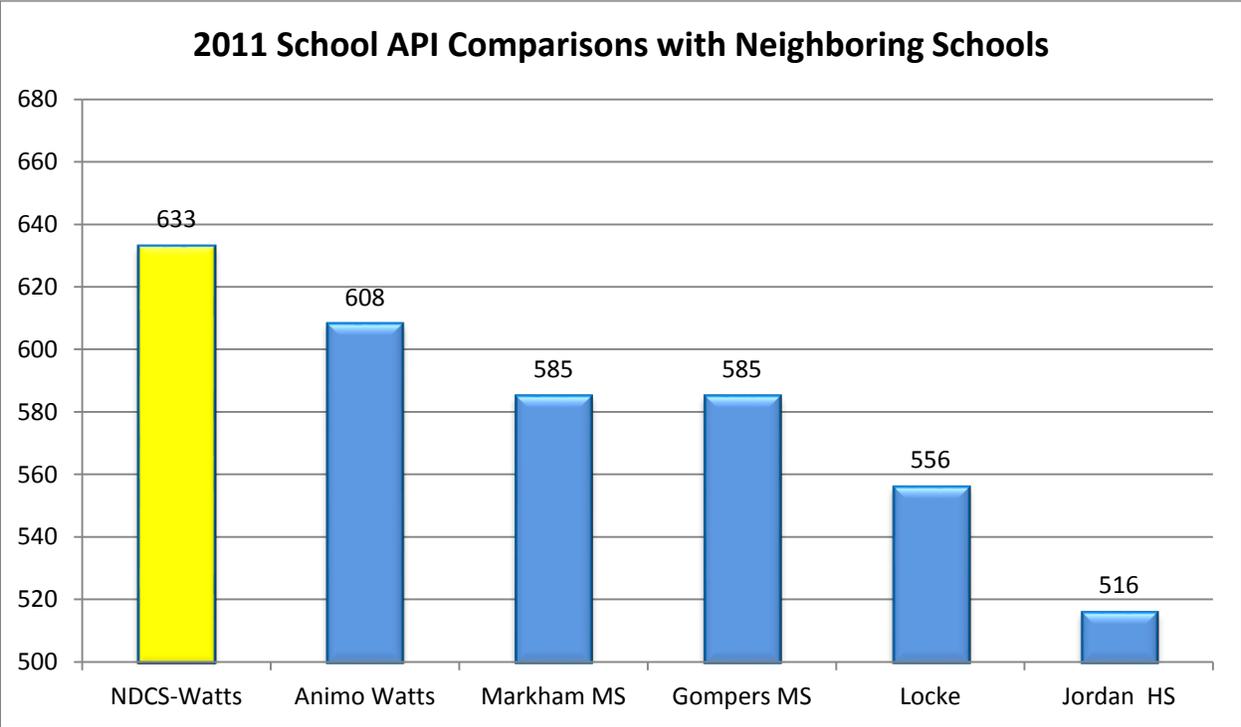
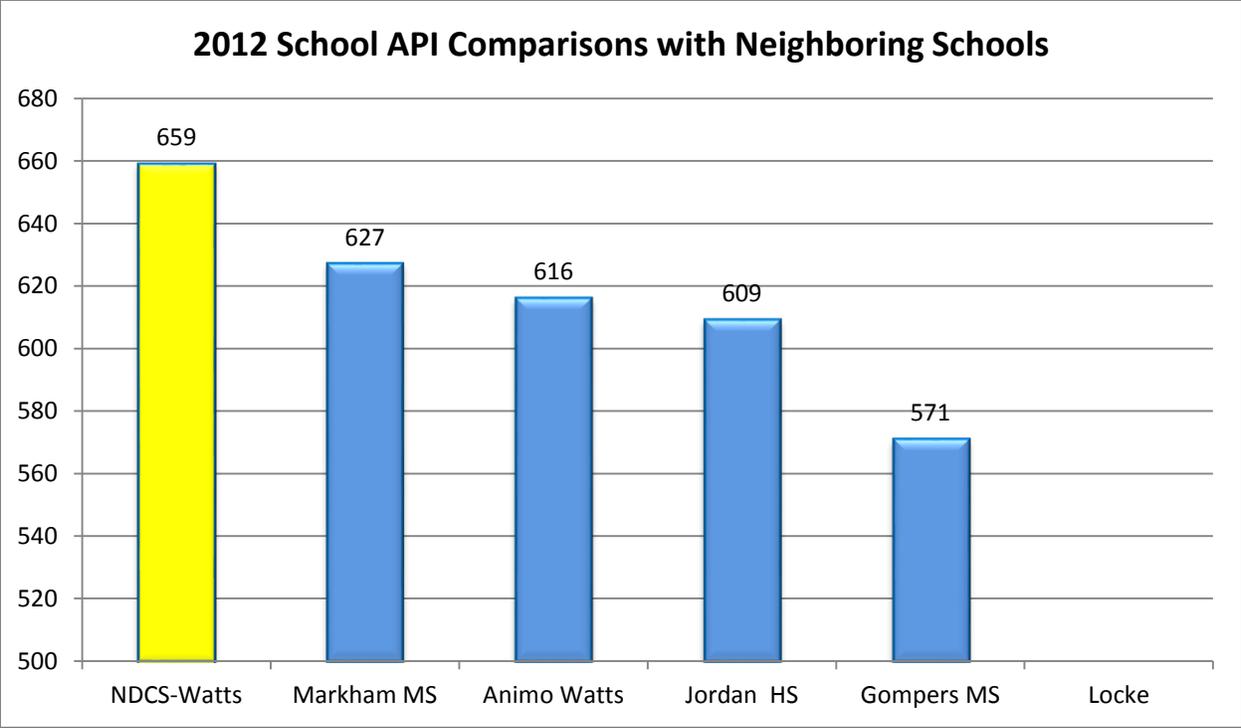
- **Academic performance at New Designs is at least equal to (and generally greater than) the academic performance of the public schools that pupils at New Designs would otherwise have been required to attend, as well as the academic performance of the schools in the district, taking into account the composition of the pupil population that is served at New Designs, meeting the minimum threshold criteria in Education Code Section 47607(b)(4).**

The following describes New Designs academic performance relative to area, resident, and comparative schools in detail.

Academic Performance Index (API)

The API of New Designs Charter School-Watts is the highest among all the schools designated by LAUSD Charter Schools Division as “comparison” or “resident schools”. API comparative performance for the past three years is demonstrated below.





Student Population Subgroup API Performance

In addition, taking into account the composition of our pupil population, New Designs outperforms surrounding and comparable schools for all numerically significant student

subgroups – including Black / African American, Hispanic / Latino, Socioeconomically Disadvantaged, and English Learners. As the charts below demonstrates, Black / African American, Latino / Hispanic, Socio-Economically Disadvantaged, and English Learners students are quantifiably better off at New Designs than at any other resident or comparable school.

Below is the New Designs API Growth performance for the past three years for numerically significant student subgroups compared to comparable and resident schools.

2012-2013 API Growth Scores: Significant Student Subgroups						
Subgroup	New Designs	Markham Middle	Gompers Middle	Jordan HS	Locke College Prep	Amino Watts Prep
Black or African American	621	566	544	529	480	612
Hispanic or Latino	670	654	639	631	560	642
Socio - economically Disadvantaged	653	627	608	599	526	633
English Learners	668	596	539	590	546	630
School wide	654	632	607	615	531	633

Source: CDE DataQuest, accessed March 10, 2014.

2011-2012 API Growth Scores: Significant Student Subgroups						
Subgroup	New Designs	Markham Middle	Gompers Middle	Jordan HS	Locke College Prep	Amino Watts Prep
Black or African American	626	545	512	483	**	578
Hispanic or Latino	680	655	600	636	**	625
Socio - economically Disadvantaged	661	630	571	609	**	612
English Learners	635	594	557	610	**	625
School wide	659	627	571	609	**	616

Source: CDE DataQuest, accessed March 10, 2014. ***FTT = Failed to Test*

2010-2011 API Growth Scores: Significant Student Subgroups						
Subgroup	New Designs	Markham Middle	Gompers Middle	Jordan HS	Locke College Prep	Amino Watts Prep
Black or African American	614	516	530	440	490	576
Hispanic or Latino	654	609	605	532	606	620
Socio - economically Disadvantaged	628	585	583	516	539	609
English Learners	609	568	565	500	584	607
School wide	633	585	583	516	556	608

Source: CDE DataQuest, accessed March 10, 2014.

Average Growth Over Time Scores (AGT)

LAUSD’s Academic Growth over Time (AGT) is a system of measuring student learning gains to understand how much progress individual students make on standardized tests from one year to the next. AGT is based on a value-added approach that controls for a student’s performance from the prior year, along with information about external factors that often influence test results, to compute expected performance. This provides a more complete picture of student learning because AGT compares a student's actual performance to his or her expected performance, giving clear picture of growth in addition to expected learning gains in a given year.

New Designs has exceeded LAUSD growth measures on 83 percent of the indicators as shown on the graph below:

NDCS-Watts AGT Performance 3-Year Averages (2012-13)

Subject	Below	Meets	Above
English	X		
Math - Gen	X		
Algebra I			X
Science – Grade 8			X
Biology			X
Chemistry			X
Physics**	X		
Social Studies			X

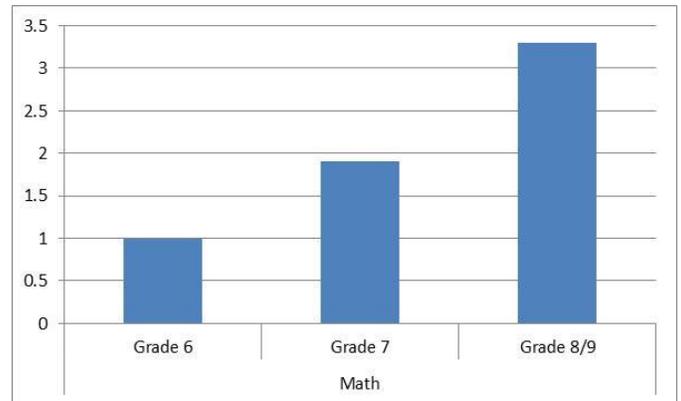
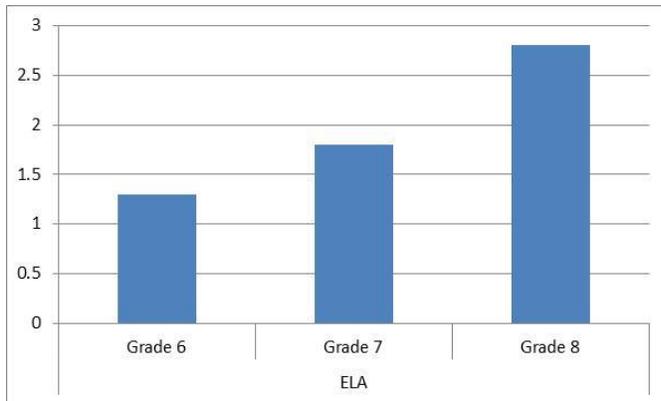
World History			X
US History			X
CAHSEE ELA**			X
CAHSEE Math**			X

*** - Insufficient data for 3-year ave, using 2012-13 results instead*

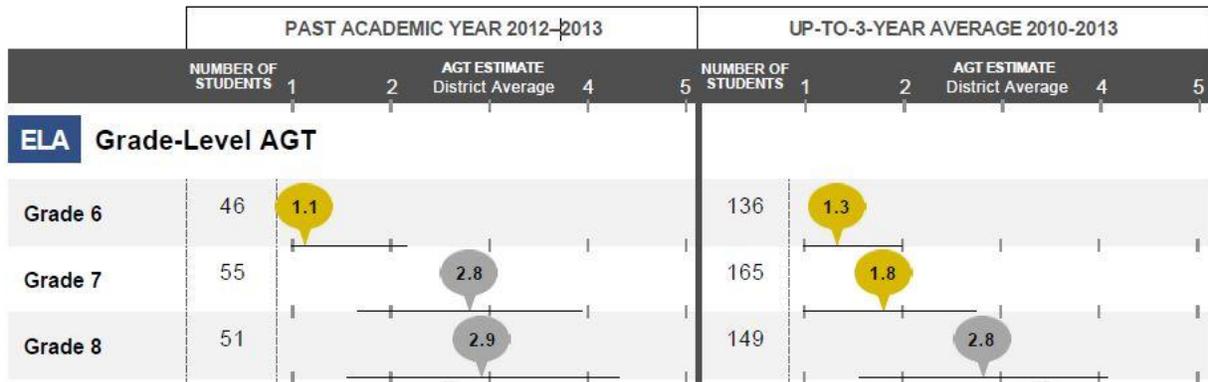
Of the 3-year indicators, our grade to grade comparison show that New Designs students made considerable progress when they attended our school for two or more years. The curriculum, which continues throughout the year through our Extended Learning Academy, is designed to offer more instructional time to our middle school students. In addition, our middle school students are enrolled in a tutoring class offered during the regular school days. Every other Saturday tutoring is provided through our Extended Learning Academy. Our goal is to bridge the achievement gap between our sixth and eighth classes in both English and Math.

As shown in the chart and screen-grab below, our three year middle school students' AGT shows upward progression from year to year. Last fall New Designs started a Summer Bridge program designed to ensure the smooth integration of new incoming students and to boost the English and Mathematics performance of our 6th grade cohorts who lag behind our 7th and 8th graders as the AGT scores below demonstrate.

NDCS-Watts Middle School AGT Score Progression, ELA and Math (2012-13)



LAUSD AGT Chart for New Designs Charter School-Watts Middle School (2012-2013)

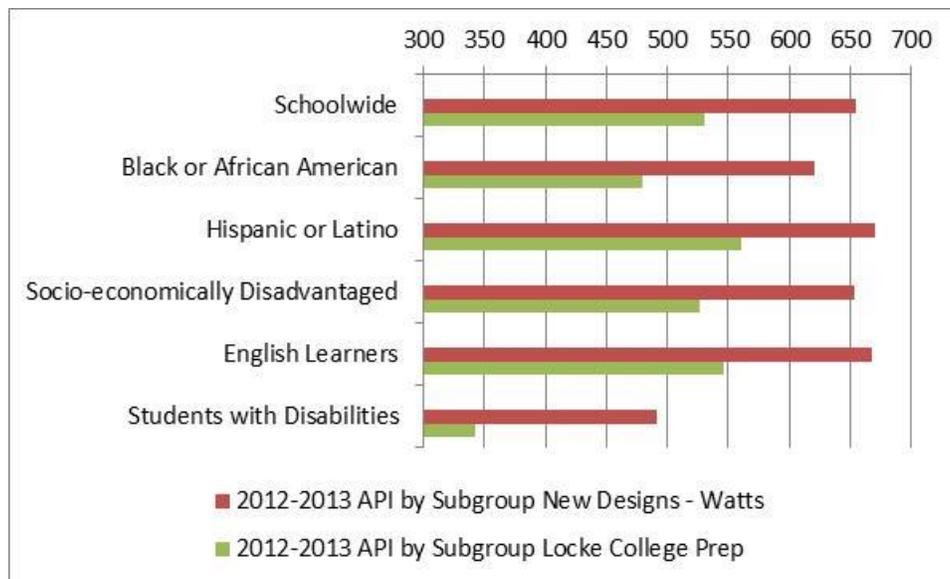


Performance Compared to a Recently Approved Area Charter School

To illustrate the relative performance of New Designs Charter School-Watts, it is helpful to draw comparisons to an area school. Leroy Alan Locke College Preparatory Academy (Locke College Prep) is a local charter school, grades 9 to 12, run by Green Dot Public Schools. The school has been opened since 2008 and received its charter renewal from LAUSD in 2013.

We note some remarkable differences in student performance between the two schools. In terms of API performance, New Designs exceeds Locke High across every demographic subcategory, as well as schoolwide, as demonstrated below. For Black or African American and for Socio-economically Disadvantaged categories, the differences are notable.

API Performance Comparison, by Subgroups - New Designs and Locke College Prep



In terms of CST performance for specific subject performance, New Designs again outperforms Locke in the vast majority of subject areas, as shown below.

CST Percent Proficient and Advanced Comparison, New Designs and Locke College Prep (2012-13)

Subect	Level/EOC	New Designs Charter School - Watts	Locke College Prep	Difference from NDCS-Watts to Locke
CAHSEE	Math	54%	33%	21%
	English	42%	21%	21%
History	World History	49%	18%	31%
	US History	72%	14%	58%
Science	Life Science (10)	46%	13%	33%
	EOC Biology	23%	7%	16%
	EOC Physics	44%	2%	42%
English	9	27%	15%	12%
	10	33%	19%	14%
	11	34%	10%	24%
Math	Algebra I	7%	8%	-1%
	Algebra II	0%	6%	-6%
	Summative Math	7%	0%	7%
Average Percent Proficient and Advanced across subjects		18%	10%	8%

Demographics Served

The school’s enrollment demographics are representative of the community of Watts. The table below shows the distribution of our students by ethnicity, race, language proficiency, and free or reduced lunch enrollment alongside comparison and residential schools in the area. New Designs has a majority proportion of Latino or Hispanic students, followed by Black or African American students, and a small proportion of all other races combined.

2012 Enrollment Comparison between NDCS and Its Resident/Comparison Schools								
School	Enrollment	% Latino	% African America	% Other	% English Learner	% Free or Reduced Lunch	% SPED	% GATE
NDCS-Watts	358	61%	37%	2%	38%	91%	7%	4%
Animo-Watts	482	82%	15%	3%	30%	94%	15%	0%
Gompers	872	65%	34%	1%	24%	84%	21%	7%
Markham	1245	73%	26%	1%	25%	79%	16%	9%
Jordan	733	83%	15%	2%	26%	78%	14%	7%
Alain Locke Prep	463	54%	41%	5%	20%	90%	14%	0%

The History and Current State of New Designs Charter School-Watts

New Designs is a result of many years of research from New Designs for Learning, a national organization based at Oregon State University. That organization developed a model for the integration of academic and technical education curricula. All New Designs students are educated and prepared to be college and career ready. The New Designs model emphasizes, among other things, service learning, strong parent participation, post-secondary articulation, and industry and community partnerships.

As a school, New Designs-Watts provides a college-preparatory learning environment that enables students to become literate, self-motivated and life-long learners prepared for advanced careers in medicine, engineering, law and information technology. The college preparatory curriculum coupled with rigorous graduation requirements ensure that our high school students meet or exceed UC/CSU entrance requirements upon graduation. New Designs-Watts provides career pathway academy offerings for all students who may select from Information Technology or Law and Diplomacy pathways for a period of four-years beginning in ninth grade. In the coming school year, we will be adding two new additional academies in Medical Sciences and Performing Arts. New Designs Educational Group places emphasis on the areas of Science, Technology, Engineering and Mathematics (STEM). All of our high school students must take four years of laboratory science, four years of math, and an engineering class to meet our graduation requirement.

New Designs Charter School-Watts operated a branch campus of our first school until receiving its own charter in 2009. Our doors opened that year with an enrollment of 236 students. Enrollment has risen every year since and stands today with 441 students attending for the 2013-2014 school year.

In the past two years, New Designs has moved from makeshift rented and converted rooms to a modern building that is more conducive to a positive physical learning environment for our students. The new facility is a three-story building that has been completely renovated with state-of-the-art classrooms that are networked and are multi-media ready.

After 5 years of providing excellent educational opportunities for students in South Los Angeles, New Designs Education Group is excited to partner with Los Angeles Unified School District for

the next five years in providing an even greater positive impact on the children of inner-city communities of Los Angeles.

ASSURANCES AND AFFIRMATIONS

New Designs Charter School-Watts (also referred to herein as “New Designs”, “New Designs Charter School”, “NDCS-Watts”, or “Charter School”) shall:

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

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

ELEMENT ONE: THE EDUCATION PROGRAM

Governing Law: 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 Section 47605(b) (5) (A) (i).

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

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

General Information

- The contact person for New Designs is Yaw Adutwum, Ph.D.
- The contact address for New Designs is 2303 Figueroa Way, Los Angeles, CA 90007.
- The contact phone number for New Designs is (213) 765-9084.
- The proposed address or target community of New Designs is 12714 South Avalon Blvd. Los Angeles, CA 90061, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 7 and Educational Service Center ISIC.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 6 through 12.
- The number of students in the first year will be 500.
- The grade level(s) of the students in the first year will be 6 through 12.
- The scheduled opening date of Charter School is August 12, 2014.
- The admission requirements include: We accept all students that live in the state of California
- The enrollment capacity is 632. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for Charter School will be: 8:00 a.m. to 3:45 p.m. (See page 35)

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

Introduction

New Designs Educational Group (formerly New Designs Charter School Inc.) was founded 10 years ago with the goal of developing a college preparatory curriculum which ensures that urban children are prepared for four year college admittance. To accomplish this goal New Designs implements a curriculum that demands more from our students. To make our students competitive for college admittance our high school students complete a course schedule that exceeds the "a-g" requirements.

Vision

In pursuit of excellence, the New Designs prepares students to succeed in a global, diverse; information based, and technologically advanced society.

Mission

The New Designs is committed to the development of a college-preparatory learning environment that enables students to become literate, self-motivated, and lifelong learners.

Community Need for Charter School

New Designs' firm belief in providing services to underserved and often-neglected communities drives and informs its community outlook in the Watts area. While the school works to be a center of educational excellence, it does so with the understanding that reversing chronic underachievement in the community requires more time and more resources.

New School Facility: An abandoned medical facility has been converted into a magnificent 29,000 square foot ultra-modern educational facility at the cost of about \$4 million. While it serves an educational purpose the building also adds to the aesthetic value of the community. The school provides additional modern space that serves to educate the youth of the community and prepare them for college and success in a global, diverse, information based and technologically advanced society.

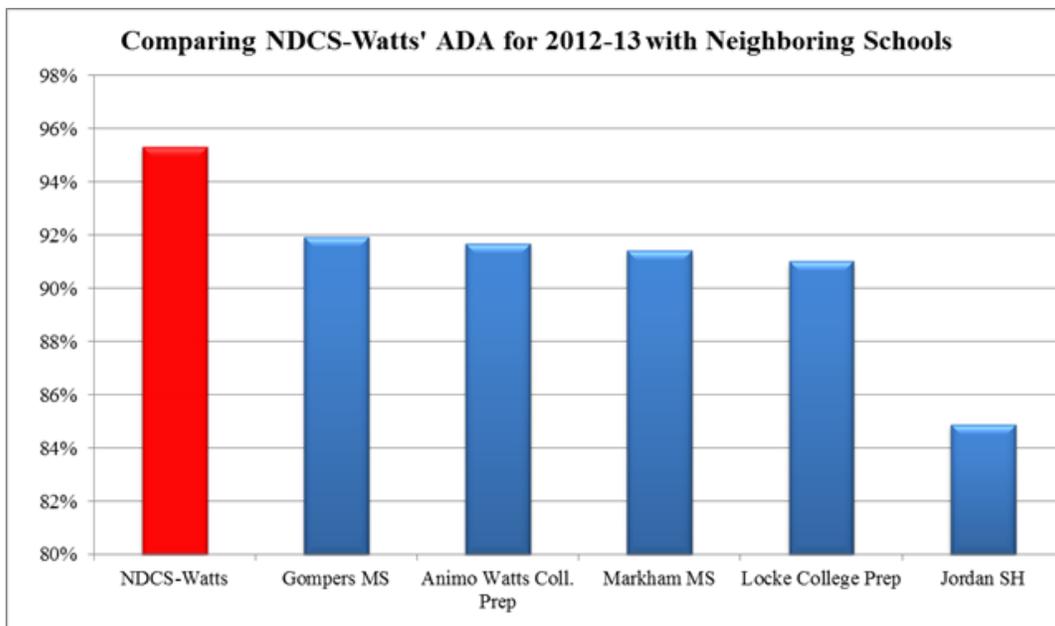
Increased opportunity for college attendance: The school's rigorous and 'a-g' aligned curriculum ensures that upon graduation the youth of the community are eligible to enter any UC/CSU college of their choice. This is a unique opportunity the youth in the area have hitherto not been provided in such a structured fashion.

Enhancement of critical thinking and problem-solving skills of students: Innovative school programs also provide students with added value that makes them well-rounded persons. Programming such as X-Block provides students extra curricula activities that enhance their critical thinking and problem-solving skills and get them ready for college and other careers. A

sample of activities and programs include Peer Mediation, Debate, Reading Circle, College and Career Club and World Music to name a few. Also programs like the *Transform Program*: run by an organization (A Thousand Joys Club) comes to campus to work with 6th and 7th grade students. The program’s goal is to give students tools and skills that help them focus on school and not be overwhelmed by their circumstances and emotions.

Programs to close achievement gap: Our education commitment to the community extends what is expected. We've gone the extra mile and through our data analysis identified a major achievement gap among boys and girls in our community. In our data it was determined that boys outperformed girls, by far, in testing and academic achievement in most subject areas. We addressed the issue head on by implementing PDs that included gender appropriate instructional techniques, parent workshops, and greater use of data analysis to track trends. As we look ahead to the next five years we will begin to implement mentoring programs for girls in partnership with local organizations.

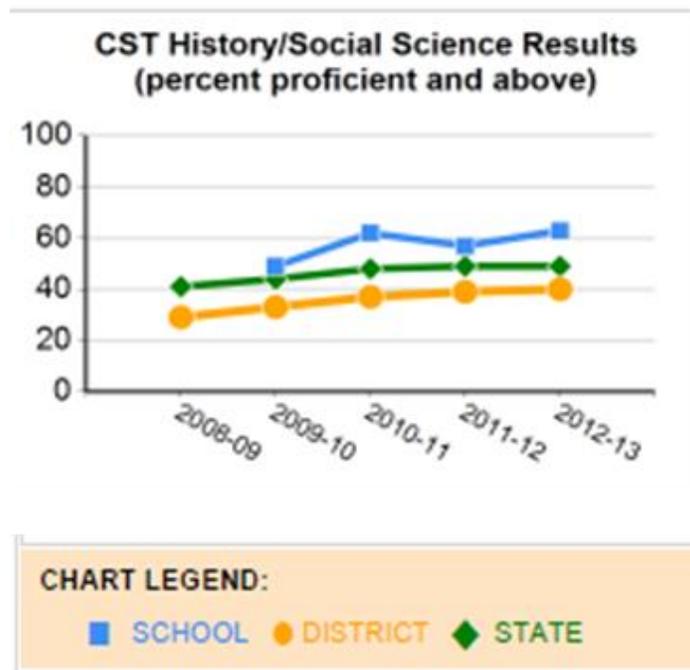
High daily attendance rate: Our school has a high daily attendance rate as compared to surrounding schools as the graph below shows. This means that our programs to encourage students to enjoy and attend school have made headway and are increasing learning, putting students on the right path to success in future. The implication to the community is that students who hitherto did not appreciate the need for school are now responding favorably. The graph below compares the Average Daily Attendance of Comparison and Resident schools.



Longer instructional minutes: Our middle school students receive more instructional minutes per year than the LAUSD and the State require. Saturday school academy extends the instructional time our students get in core subject areas. Our longer school day for middle school (8:00 am to 3:45 combined with our bi-weekly mandatory Saturday school gives our middle

school students 30 percent more instructional time. Saturday school academy, and even the before and after school extended learning academies ensures that children are in a safe place, a place of learning that parents can trust.

Increased sense of pride and "can do" spirit: The students' performance in the social sciences has generated school pride in the students, teachers, parents and the community. They have bragging rights that their school, which is in a generally blighted area normally thought to have underachieving schools, achieved the great feat of outperforming both the district and the state over an extended period of time in the social sciences standardized tests. See the chart below comparing New Designs performance in the social sciences to that of the state and the district.



A bridge to the digital divide in the community: New Designs also serves to bridge the digital divide in the community by offering middle school students technology instruction on a daily basis. A benevolent organization donated computers through the school and students get to keep the computers at home. The school also offers parents computer instruction to help communication with the school. We provide student academic performance progress in electronic format and computer literate parents can check by themselves how their students are doing.

In the coming year we are going to introduce Global Impact Clubs to expose our community to global perspectives. This will be an exciting time for a community that is mostly inward looking and focused on its own local issues. Our mission and vision envisages educating youth to enter global, diverse information based advanced societies. This program will offer our student that global worldview.

Student Population to be Served

The New Designs Charter School-Watts is a 6th through 12th grade institution, dedicated to providing a career-based, college-preparatory program for all students. During the past four years New Designs has created a nurturing environment where students thrive. Our curriculum is designed to provide a strong foundation in Science, Technology, Engineering and Mathematics (STEM) while still providing further opportunities for students to excel by offering programs with strong emphasis in the arts. Next year, New Designs will incorporate Project Lead The Way's (PLTW) courses into our middle school curriculum to provide a strong dose of Engineering to our middle school students. Our high school students will enroll in PLTW courses as well.

By establishing a 6th through 12th grade school, we have created a seamless pathway from middle to high school. New Designs will admit 500 6th through 12th grade students during the 2014-15 school year. Thereafter, it will follow the enrollment schedule below until projections are fully met. Below is our enrollment projection for the next five years.

	2014-15	2015-16	2016-17	2017-18	2018-19
6	120	120	120	120	120
7	120	120	120	120	120
8	90	120	120	120	120
9	60	60	90	90	90
10	60	60	62	62	62
11	30	60	60	60	60
12	20	20	60	60	60
Total	500	560	632	632	632

Facility Status

New Designs is located at 12714 South Avalon Boulevard in Los Angeles, California. The school facility is a three-story building that is approximately 29,000 square feet, rated E-1 occupancy, and which was previously used as a medical building. The lot size is 1.2 acres. The rear of the property borders the prestigious Magic Johnson Recreation Center. This is a desirable area characterized by ongoing redevelopment.

The facility which includes 20 classrooms, a teachers' lounge, a full service cafeteria, two science laboratories, three computer laboratories, a library, and a student wellness center among other amenities.

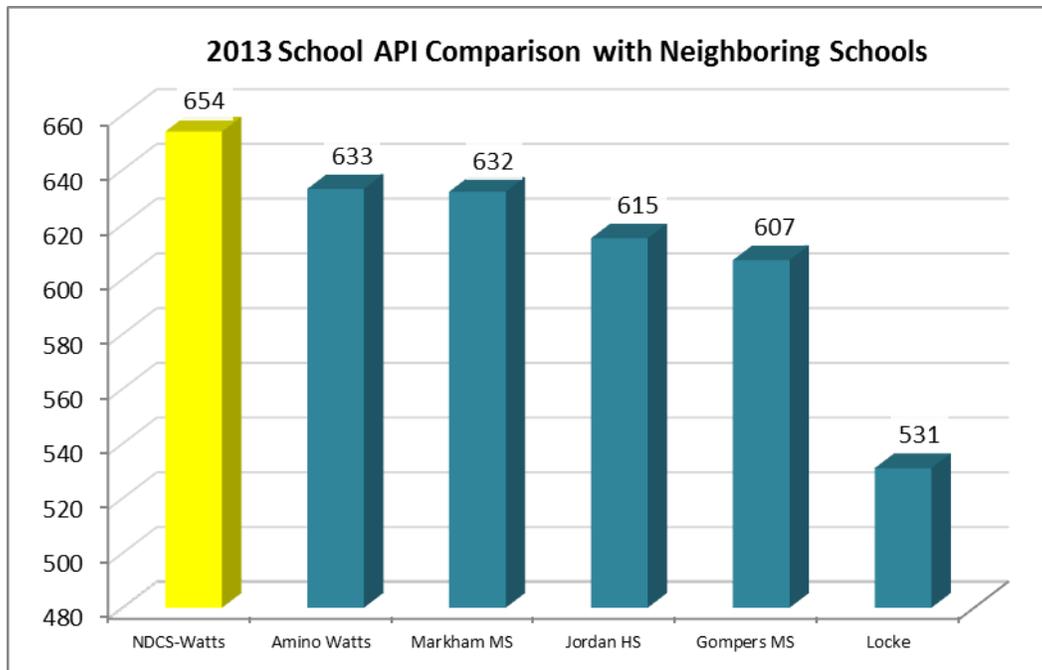
Addressing the Achievement Gap

Current reports show an achievement gap exists between students in suburban schools and those from underserved communities, who typically are economically disadvantaged, are part of minority groups, have disabilities, or have limited English proficiency. Although some progress is being made, there is a continued disparity between the academic performance of these students in both science and mathematics, and that of their counterparts in suburban schools. This disparity has been linked to a number of factors including uneven allocation of resources, lack of highly qualified and experienced teachers, lower enrollment in advanced courses, inadequate curriculum materials, lack of equipment, poor facilities, and few role models.

After four years of operation in the Watts area, the leadership of New Designs has confronted head on the great challenges facing the community. Based on a number of academic and social metrics, New Designs Charter School-Watts significantly outperforms its counterparts in many areas as shown in the charts and graphs below.

The Academic Performance Index (API)

The API of New Designs Charter School-Watts is the highest among all the schools selected by LAUSD Charter Schools Division as “comparison” or “resident schools”. Please see the graph below:



The table below shows the school profiles of New Designs and other schools in the Watts area community that we have served the last five years and are delighted to serve in the coming years.

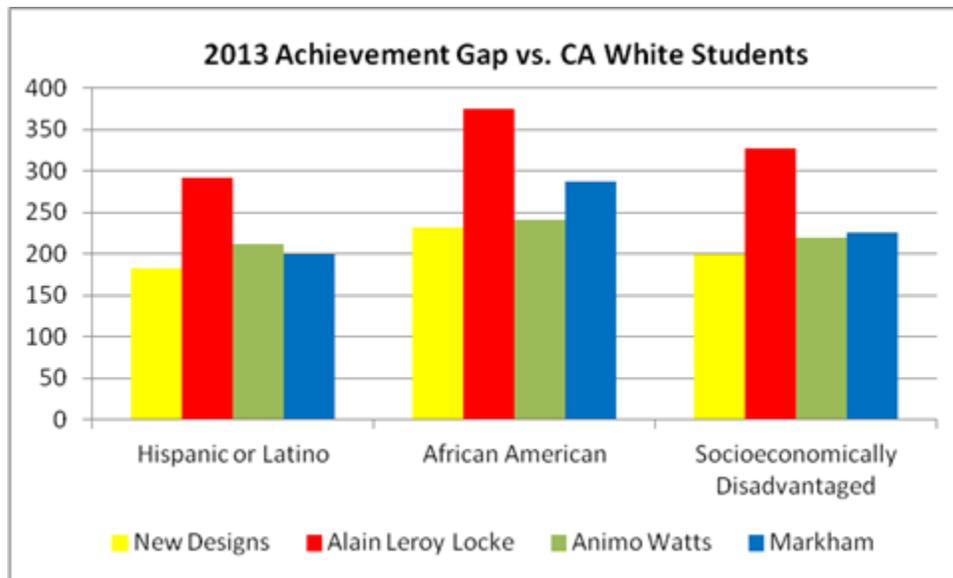
**SURROUNDING SCHOOLS THAT STUDENTS WOULD OTHERWISE BE REQUIRED TO ATTEND:
DEMOGRAPHIC AND PERFORMANCE DATA**

LAUSD Schools	# of Students 2013	% Free/Reduced Lunch	% of SPED Students	% of EL	% Latino	% African American	% White	2013 Growth API	2012 API Statewide Rank	2012 API Similar Schools Rank	Met School-wide Growth Target?	Met Subgroup Growth Targets?
New Designs Charter School-Watts	296	91	7	41	60	38	0	654	2	3	No	No
Edwin Markham Middle	1229	76	16	25	74	26	0	632	1	2	No	No
Samuel Gompers Middle	919	73	21	22	64	35	0	607	1	1	Yes	No
David Starr Jordan Sr High	477	75	14	26	74	26	0	615	1	5	No	No
Alain L Locke College Prep	262	82	14	21	54	44	0	531	1	5	No	No
Amino Watts College Prep	366	91	11	22	74	25	0	633	1	5	Yes	No

Closing the Achievement Gap

In comparison with neighborhood schools, New Designs has a smaller “achievement gap” than most schools in the Watts area. Based on White students statewide API of 863, the gap between them and African American students at New Designs is 232 points. While African American

students at Alain L. Locke Senior School, for example, have a gap of 375. Similar trends are seen among Latinos and socio-economically disadvantaged groups. Please find below a table showing the achievement gap between White students and other ethnicities at the state and District levels as compared to that at New Designs using the 2013 API.



Note: The API for the California White students is 853. Source: CDE

In order to continue to narrow the achievement gap New Designs will ensure that:

- All students continue to enroll in college preparatory classes (a-g) and advanced placement classes.
- We create a technologically enhanced learning environment through the deployment of 21st century learning tools like tablets and laptops.
- The school’s curricula are aligned with California Common Core State Standards, Next Generation Science Standards, and other applicable standards.
- Concrete accountability systems are established to hold administrators and teachers responsible for producing results utilizing the *iObservation* evaluation system.
- All administrators and faculty are committed to data-driven decision-making and instruction. Intensive instruction in reading and math is being provided to all students.
- Teachers are provided extensive professional development to ensure the delivery of a curriculum aimed at raising student achievement.
- Parent participation in the education of their children is encouraged and meaningfully supported through timely and relevant communications.

Goals and Objectives

In line with our vision and mission, New Designs will:

- Meet or exceed the "a-g" requirements of the University of California/California State University systems.
- Become technologically proficient, mastering core technology competencies.

- Become proficient in academic core areas in accordance with district and state standards emphasizing literacy, mathematics, science, technology, and civic responsibility.
- Develop the skills, knowledge, and attitudes to be productive and responsible citizens.
- Develop essential life skills to become self-motivated, competent, and lifelong learners.
- Conduct themselves appropriately and contribute to a safe and orderly atmosphere both in school and in their community.
- Respect and appreciate diverse cultures within and outside their school.
- Participate in an “early college program” by taking selected college level classes while in high school.

Accreditation

New Designs is fully accredited by Western Association of Schools and Colleges (WASC). The school is has recently completed a new Self Study which was followed by an Accreditation Committee visit three weeks ago.. New Designs recognizes the importance of WASC accreditation and will devote all the resources necessary to maintain continuous accreditation.

High School Graduation Requirements

To graduate from New Designs students must:

- Obtain a minimum of 245 credits
- Meet all State of California graduation requirements including passing CAHSEE in both English Language Arts and Mathematics
- Meet or exceed the "a-g" requirements of the University of California system
- Satisfy any other graduation requirements approved by the New Designs Board of Directors and published in the parent and student handbook

UC/CSU A-G New Designs Requirements

SUBJECT	UC/CSU A-G REQUIREMENTS (Years)	New Designs REQUIREMENTS (Years)
Social Studies	2 (3 recommended)	3
English Language Arts	4	4
Mathematics	3	4
Laboratory Sciences	2	3
Foreign Language	2	2
Visual/Performing Arts	1	1
Physical Education	-	2
Career Pathways	-	4
Engineering	-	1
Advisory	-	4

Sample Course Offerings

Social Sciences	30 credits (3 Years)	World History AB U.S. History AB Principles of American Democracy/ Economics
English	40 credits (4 years)	English 9, English 10, American Literature/ Contemporary Composition (11th grade) Composition/ English Elective (12 th Grade)
Mathematics	40 credits	Algebra 1, Geometry, Algebra 2, Trigonometry, AP Calculus, AP Statistics
Lab Sciences	10 credits	Biology, Chemistry, AP Biology, Physics. AP Environmental Science
Visual/Performing Arts	10 credits	Visual Arts AB or Drama AB
Career Pathway	40 credits	Intro Networking, Computer Repairs, Biotechnology, Medical Careers Exploration, Robotics /Electronics, The Journey through Justice, Introduction to Law. Law of Contract. Law of Torts, Criminal Law, International Relations, International Organizations. International Business, Computer Programming, AP Computer Science, Introduction to Music Advanced Drama, Theater I, Theater II
Engineering	10 credits	Introduction to Engineering
Health/Life Skills	5 credits	Semester of Health/Life Skills
Physical Education	20 credits	4 Semesters of Physical Education
Foreign Language	20 credits	2 years of Foreign Language
Other Electives	Optional	Logic and Reasoning, Philosophy, Advanced Mathematics.

UC/CSU Course Approval

New Designs has established a course eligibility list with the Office of the Director of Undergraduate Admissions for the University of California. Our entire core academic courses, as well as electives offered are submitted to the Director of Undergraduate Admissions for the University of California for approval.

Parent Notification about Transferability/Eligibility of Courses

Parents are given written notification about the availability of “a-g” college-required course curriculum, and information on the transfer of coursework to other public schools, and New Designs’ accreditation status. Ensuring that all courses meet UC/CSU eligibility requirements

does not only ensure rigor and relevance for students but also acceptability if students were to apply to a UC or CSU school. All parents of high school students are duly informed about the transferability of all classes taken at the school prior to the enrollment of their students. Our student and parent handbook contains information about transferability of courses taken at New Designs. In addition, all parents are provided information regarding this issue during parent orientation meeting at the beginning of every school year

Meeting No Child Left Behind Act Requirements

As required under *No Child Left Behind*, New Designs works with its teachers and staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. New Designs is committed to reducing the education gap for all students. We will continue to implement all provisions of *No Child Left Behind* that are applicable to charter schools; including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, and publicly reporting the school's academic progress. Through our Extended Learning Academy, we will continue to provide intervention, enrichment and accelerated learning opportunities for our students. New Designs will participate in all mandated state assessments.

Commitment to NCLB Highly Qualified Teachers and Paraprofessionals

Teachers hired by New Designs will meet the NCLB required criteria for “highly qualified teachers”. Paraprofessionals hired will meet NCLB required criteria, including:

- Completion of at least two years of study at an institution of higher education; or
- Will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
- Administrators will review school schedules and check staff assignment
- School officials will check CCTC website to verify credentials of teachers
- CEO or designated staff will provide monthly compliance reports to the Governing Board

A “Typical Day” at the New Designs Charter School-Watts

What a Visitor Should Expect to See When the School’s Vision is Being Fully Implemented:

As I approached the main entrance of the brand new facility, I was impressed by the clean three story building serving as the campus of New Designs Charter School-Watts. The Principal and two other administrators were standing in front of the school welcoming students as they arrived. I saw the principal greeting the students by name and speaking with several of them.. For those

that she had not seen the previous day, she inquired about their absence from school. During breaks, I saw the Principal going around the campus interacting heartily with students, faculty and staff.

Walking through the hallway I saw students' work lining the walls. In all classrooms student work was displayed on the walls. Visiting the Social Studies classroom, I heard some heated debates concerning social issues and other unexpected topics – the role of the United States as a global leader in economics and technology.

As I looked through classrooms, I saw students eagerly working together on assigned work. In most classrooms students are seated in groups of four. In others they are seated listening attentively as the teacher instructs and guides them. In one of the science labs, students are leading discussions about the impact of sunlight on plant growth via photosynthesis with reference to an experiment they had conducted, and in another, discussing the relationship between forensics and technological advancements.

The path to success does not conclude when the bell rings at 3:45 pm. The afternoon for New Designs is enlightening and rigorous. Students of the Law & Diplomacy Academy are seen filing out of the main gate to board a bus heading to Loyola Law School. These students are part of the Young Lawyers Academy of the Loyola Law School. As I move closer and asked them about the Law & Diplomacy Academy, they indicate to me that they are participating in a joint Moot Court program with Law School students at Loyola. They express how they enjoy working alongside the Law School students. After completing their homework students are given an opportunity to participate in various clubs and sports programs. It seems that there is always something fun to do after school at New Designs. The clubs that are holding meetings and events this day are the Engineering Club, Computer Science Society, and the Mathematics Club. As the day ends, I wonder in amazement how much students can accomplish when caring adults team up with them to create a nurturing learning environment. I began to reflect on what I have seen here. It is clear that the students at New Designs in no way have an easy ride in achieving the expected: to attend a four-year college. They come from challenging neighborhoods where more kids drop out than graduate. But they get a lot of help through their advisors-teachers and administrators who are paired with 15 students.

At 5:30 pm as I was about to exit through the main gate of this great institution when I saw the school's sports teams: basketball, soccer and cross-country teams, as they practiced on the playground and adjacent Erving “Magic” Johnson municipal park. Suddenly, I come to the realization that young men and women when given the challenge could excel beyond our wildest imagination.

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

An educated person in the 21st century must have the knowledge and skills to be a life-long learner who can adapt to an increasingly diverse and technologically advanced society. We believe that a life-long learner is an individual who having recognized the importance of

education continues to search for new and exciting ways to accomplish life's tasks. In order to make our students life-long learners they will be:

- Responsible for their own learning by participating in the design of their Individualized Learning Plans (ILPs)
- Knowledgeable individuals
- Flexible and adaptable
- Competent critical thinkers
- Functional and responsible citizens
- Willing to use technological tools
- Self-motivated with a desire to seek learning and explore new horizons
- Capable of communicating effectively

An educated person in the 21st century is skilled in:

- Analytical reasoning
- Construction of logical arguments
- Evidenced-based decision making
- Rendering of aesthetic and ethical judgments

We believe that an educated person in the 21st century should be able to use technology to explore a variety of mathematical, scientific, literary, historical, artistic and aesthetic issues. Our students will use both minds and hands to grapple with challenging problems and to design and build possible solutions. In addition to our STEM emphasis, we will continue to provide students with opportunities to broaden their understanding and knowledge set in the arts through our Drama, and Law & Diplomacy courses. Our X-Block programs offer students a variety of arts based activities such as drawing, painting, dance and music.

Career Pathways

An important distinction of New Designs is that all students select a career pathway of their interest in their Freshman year. The school currently offers Law & Diplomacy and Information Technology, and we are taking steps to add Medical Sciences, and Music and Performing Arts pathways in 2014.

Law & Diplomacy Academy

Students who select the Law & Diplomacy Career Pathway enroll in classes such as Introduction to Law, Law of Torts, Law of Contracts, International Organizations, Criminal Law, and Introduction to International Relations. Students are expected to visit Court Rooms frequently and have “power lunch” meetings with lawyers and judges in downtown Los Angeles. Through the school's partnership with law, our students will be provided an opportunity to participate in Moot Courts as well as several mock trials with law school students. The aforementioned experiences as well as the rigorous core and elective classes provide Law & Diplomacy students with excellent skills in writing, analysis, critical thinking, collaboration, public speaking and research.

Medical Sciences Academy

Our purpose is to provide the student with information and knowledge of basic medical skills, which will be needed for an entry-level health care position. Students learn to identify and explain factors relating to the transmission of diseases, cell structures, and cell abnormalities that result in different diseases. Courses offered include Introduction to Medical Sciences, Human Anatomy/Physiology, Medical English and AP Biochemistry.

Performing Arts Academy

This academy is dedicated to our goal of instilling in each student a love of music, the performing arts, and the independence to pursue it for a lifetime; either as a career or as an avocation. The academy will ensure that each student will achieve musical literacy and understanding through creativity, music, musical experiences, theatrical performances, time-management, and problem solving skills.

Information Technology Academy

The curriculum of this academy exposes students to Programming, Database Administration, Web Design and Administration, Digital Networks, Computer Systems, Computer Networking and Principles of Information Technology and other areas in the expanding digital workplace.

How Learning Best Occurs

At New Designs, we recognize that learning best occurs when students are immersed in a culture of education that both challenges and nurtures their development as individuals. During the last five years our teachers, parents, and community members have created a shared culture within an environment that is unified by the high value placed on education. In the culture that we have created, education is not merely a stage to be traversed on the route to adult status, but rather a life-long perspective that knits together the home, the school, and the community. We believe that learning best occurs when students can apply what they have learned in real life situations.

Students learn best when:

- They become an integral part of a strong educational value system that pervades their home, their school, and their community
- They are provided opportunities to develop multiple dimensions of intelligence and competencies
- They are intrinsically motivated by the process of learning, as facilitated by a constructive educational environment, and flexible curriculum adaptive to the needs of individual students.
- They are respected and encouraged to develop their individual learning styles
- They are active participants in the educational program through hands-on lessons, an integrated curriculum, thematic and project-based learning
- They are engaged in collaborative and cooperative learning encounters with their peers under the guidance of knowledgeable adults

- They have opportunities to demonstrate personal competence and integrity as contributing members of the community through service learning and internships

Educational Philosophy

There is a broad consensus that post-secondary education is a prerequisite for socio-economic advancement in the 21st century. A study by the Organization for Economic Co-operation and Development (OECD) has confirmed that children of less-educated parents in the United States have a tougher time climbing the educational ladder than in almost any other developed country (OECD, 2012a, p. 102). The continued disparities between people of different socio-economic status in regards to access to rigorous curriculum is likely to continue unless educators grab the bull by the horn and bridge the quality and rigor gap.

Postsecondary education enhances an individual student's chance for a decent, well-paying job. This is evidenced by the fact that the unemployment rate for recent high school graduates without a college degree was more than 30 percent, while for recent college graduates, it was under 6 percent (Shierholtz et al., 2012). Also a bachelor's degree holder is likely to realize a million dollars more over a lifetime than an individual with only a high school diploma. The last decade has seen an emerging consensus that effective preparation for student success in postsecondary education and careers includes a strong background in science. To enable social mobility and prepare our community for participation in the new global economy we must provide them an opportunity to participate in post-secondary education.

The ethos of New Designs is a humanistic, interactive learning community distinguished by a pursuit of academic excellence and characterized by mutual respect among individuals as well as culture and language groups. Our learning philosophy emphasizes:

- An integrated program of learning that combines basic academic and career related content.
- Interdisciplinary coursework that maximize interactions and minimize constraints in crossing disciplinary lines.
- Articulated course work that spans the educational segments, (i.e. Middle, High School and College) and is sequentially more challenging.
- Substantial support from partners (especially business and higher education) beyond the school setting.
- Service learning and business internship that provides students with real life job experiences as well as leadership skills.
- Graduation standards for science and mathematics that exceeds "a-g" requirements (four years of math, three years of science and one year of engineering)

Standards-Based Learning Environment/Curriculum

New Designs has an underlying commitment to helping all of its students achieve high academic standards. Every person who works at our school is asked to affirm this commitment within the context of their professional responsibilities. Non performing employees will be given the opportunity to improve performance, as outlined in their Professional Growth Plans. For employees that do not make improvements as required, their employment contract may not be renewed or they may be terminated. New Designs seeks to attract teachers who are dedicated to the students, the school and their profession. We expect our faculty to have a strong base of knowledge and skills needed to teach the school's developing scholars. New Designs curricular in core content areas—mathematics, science, language arts, and social studies and electives are built around state and national standards for these subjects, where available.

New Designs teachers are provided an opportunity to participate in a wide range of professional development activities that enhance both their knowledge base and practice. Our teachers continue to participate in workshops that allow teacher-teams to plan and create curriculum maps. We are currently developing Common Core Curriculum maps, which allow teachers to compare and assess the curriculum vertically and horizontally. These maps will be followed by the development of unit plans, lesson plans, interdisciplinary ties, and external resources.

New Designs provides its students with a rigorous, standards-based curriculum. The academic program at New Designs relies on both teacher-created curriculum and some of the best research-proven curriculum available. Any curriculum chosen or designed will align with the California Common Core State Standards (CCSS) (English and Mathematics) and the Next Generation Science Standards. Until new content standards are developed for other subjects, the school intends to follow the California Content Standards and Curriculum Framework for those subjects complemented by the CCSS Content Literacy standards. The school is adopting the Project Lead the Way (PLTW) curriculum for both middle school and high school engineering course work.

The administration and faculty work together to create a professional environment in which parameters and expectations are clear, faculty opinions and ideas are respected, and on-going support and professional development is given to allow teachers to excel in their positions. Employees that fail to meet the parameters and expectations as outlined in their Professional Growth Plans and as determined by their supervisor or the leadership of the Charter Management Organization will be given the opportunity to improve performance. For employees that do not make improvements as required, their employment contract may not be renewed or they may be terminated. To best meet the needs of students and the teachers, the school will continue to encourage the use of a *variety of teaching methods* in the classroom. All teachers are trained in differentiated instruction, direct instruction and project-based learning.

Teachers use multiple approaches in their classroom, depending on the content being covered, the readiness and the learning styles of their particular students. From year to year, a teacher may approach a given skill or concept differently, based on his/her knowledge of student academic strengths and areas for improvement. Our standards-based professional development facilitated by curriculum specialists and administrators provides on-going support, keeping our teachers focused on the alignment of curriculum, instruction and assessment.

In the 21st century we believe that for our students to be adequately prepared for world of work they have to be college and career ready. Therefore all students are offered the opportunity to enroll in a career pathway of their choice. The following sequence of courses are offered in the various career pathways as described in the table below:

Grade Level	Medical Sciences	Information Technology	Performing Arts	Law & Diplomacy
9 th	Applied Medical English	Introduction To Computer Applications and Programming	Theatre AB	Foundations of Law Introduction to International Relations
10 th	Anatomy/ Physiology	Introduction to Network Engineering	Play Production AB	Foundations of Justice (Criminal Law)
11 th	AP Biology	Technology in a Global Economy	Intermediate Acting AB	Foundations Civil Law, Ethics & Philosophy
12 th	US History & Public Health	Computer Engineering	Acting for Television and Film AB	Journey for Justice in America

Goals to Enable Students to Become or Remain Self-Motivated, Competent, Life-long Learners

To enable our students to become or remain self-motivated, competent, and life-long learners, New Designs:

- Continually improves educational processes that promote high student achievement in a safe and caring learning environment
- Provides an academic program that is rigorous, differentiated, and facilitates students setting their own goals and taking personal responsibility for their learning
- Creates a world class organization focused on the academic excellence of every student, every day
- Stresses daily the importance of enthusiasm for learning, self-motivation, respect and personal responsibility
- Implements a sound curriculum based on CCSS, the Next Generation Science Standards and the State Content Standards and Frameworks where applicable
- Utilizes authentic and State mandated assessments to drive instructional decision making
- Engages all stakeholder groups in the education of students

- Promotes leadership, ethics and character development through our Advisory program

New Designs Essential Skills

The following are the essential skills of the educational program at New Designs:

Public Speaking: New Designs uses Presentations of Learning (POL) to give students an opportunity for public speaking and to design their own learning experiences. Every semester, each student presents an individual POL. The purpose of the POL is for the student to demonstrate and provide evidence of learning to a panel of student peers, staff, parents, business and community members. Evidence of mastery can include performance tasks in a specific content area, projects, observations, work samples, action plans, design solutions and self-assessments. This work culminates in a year-end public Exhibition of Learning where members of the community are invited to judge work and to view the school-wide Project Gallery. Performing arts is a central feature of our curriculum focusing on drama and theatre. Students perform pieces of the classics, learn about theatre production and write and perform their individual or group scripts. Because our students perform their work for their classmates, parents and the community, drama classes fulfill a portion of the requirements described in New Designs' Essential Skills for public speaking. In addition, participation in Debate Club offers students the opportunity to fulfill this requirement.

Global Citizenship: A global citizen is aware of cultural connections starting with the school, community, country and world. Global citizenship prepares students to understand and address important world issues, such as the environment, poverty, and human rights. It does this through the systematic development of an instructional program that allows students the opportunity to explore these issues in collaboration with students and teachers around the world. The global studies component of the curriculum seeks to deepen student understanding of inter-relationships between local and worldwide issues and events. We also attempt to make connections between New Designs, and schools and agencies in other states and countries. Currently, we are establishing working connections with schools in New York, Ghana, China and Japan. Next fall, our students will begin participating in the New Designs Global Impact Program partnering to help solve health and educational problems around the world.

Technological Literacy: This is integral to New Designs classroom where students research, organize, synthesize, analyze, propose, and present solutions to real world problems. New Designs wants to be a leader in the infusion of technology in education. Our vision is that teachers and students will continue to use technology to demonstrate higher order thinking skills and creative problem solving. Our Technology Support Staff works with teachers to integrate technology into lesson plans and also provides digital portfolio design support to students. Students are required to use computers and communication links to investigate and report on assignments.

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Our daily instructional schedule and yearly calendar has the following features:

- Faculty and staff meet from 2:00 pm to 4:00 pm every other Tuesday, to discuss and plan our curriculum plans
- Our instructional time is maximized through reduction in interruptions such as a call to the office, public address announcements, and extra-curricular activities
- Homework is assigned in all subject areas and used as a means for both independent practice and exploration of new concepts. Expected homework, for each grade level is detailed below:

Grade Level	Maximum Time Prescribed
6	15 minutes / academic class daily
7-8	20 minutes / academic class daily
9-10	25 minutes / academic class daily
11-12	30 minutes / academic class daily

- Students, faculty and staff participate in advisory meetings and student assemblies

Minimum Day (Every Other Tuesday)

Period 1	8:00 AM- 8:40 AM
Period 2	8:45 AM- 9:25 AM
Snack	9:25 AM -9:35 AM
Period 3	9:40 AM- 10:20 AM
Period 4	10:25 AM - 11:05 AM
Lunch	11:05 AM- 11:30 AM
Period 5	11:35 PM- 12:15 PM
Period 6	12:20 PM – 1:00 PM
Period 7	1:05 PM- 1:45 PM

Instructional Minutes: 280

Monday Schedule (Advisory)

Period 1	8:00 AM- 8:50 AM
Snack	8:50 AM- 9:05 AM
Period 2	9:10 AM -10:00 AM
Period 3	10:05 AM- 10:55 AM
Advisory	10:55 AM- 11:30 AM
Period 4	11:35 PM- 12:25 PM
Lunch	12:25 PM- 1:00 PM
Period 5	1:05 PM – 1:55 PM
Period 6	2:00 PM- 2:50 PM
Period 7	2:55 PM-3:45 PM

Instructional Minutes: 385

Instructional Calendar for 2014-2015 Academic Year

Back to School Events:

- New Parent Orientation: July 28, 2014
- New Student Orientation: July 28- July 30, 2014

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

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

Holidays:

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

Professional Development Days:

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

Pupil Free Days

- Monday, August 11, 2014
- Friday, September 26, 2014
- Friday, October 31, 2014

Second Semester: Tuesday, January 13, 2015 – June 5, 2015 (94 Days)

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

Holidays:

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

Pupil Free Days:

- Monday, January 12, 2015
- Friday, February 13, 2015 Monday, April 6, 2015

Instructional Minutes

A number of research studies have demonstrated the relationship between the time on task and student achievement (Stigler, Lee and Stevenson 1987:1283). The academic year will be based on a 180-day semester schedule with 67,060 minutes of instruction which exceeds the minimum number of minutes required by the state of California and as demonstrated in the table below.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000

1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	159	385	1	245	20	280	0	0	180	54000	67060	13060
7	Yes	159	385	1	245	20	280	0	0	180	54000	67060	13060
8	Yes	159	385	1	245	20	280	0	0	180	54000	67060	13060
9	Yes	159	385	1	245	20	280	0	0	180	64800	67060	2260
10	Yes	159	385	1	245	20	280	0	0	180	64800	67060	2260
11	Yes	159	385	1	245	20	280	0	0	180	64800	67060	2260
12	Yes	159	385	1	245	20	280	0	0	180	64800	67060	2260

Sample Middle School Bell Schedule

Period	Time	Subject
Period 1	8:00 AM- 8:50 AM	Academic Enrichment
Snack	8:50 AM- 9:05 AM	
Period 2	9:10 AM -10:00 AM	English
Period 3	10:05 AM- 10:55 AM	Math
Advisory	10:55 AM- 11:30 AM	Advisory
Period 4	11:35 PM- 12:25 PM	History
Lunch	12:25 PM- 1:00 PM	
Period 5	1:05 PM – 1:55 PM	Science
Period 6	2:00 PM- 2:50 PM	Technology
Period 7	2:55 PM-3:45 PM	P.E.

Sample High School Course/Bell Schedule

Period	Time	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Period 1	8:00 AM- 8:50 AM	Biology	Chemistry	Physics	Career Track Elective
Snack	8:50 AM- 9:05 AM				
Period 2	9:10 AM -10:00 AM	English 9	English 10	English 11	English 12

Period 3	10:05 AM- 10:55 AM	Algebra 1/ Geometry	Geometry/ Algebra 2	Algebra 2/ Pre-Calculus	Calculus/ Statistics
Advisory	10:55 AM- 11:30 AM	Advisory	Advisory	Advisory	Advisory
Period 4	11:35 PM- 12:25 PM	Drama	World History	US History	Government/ Economics
Lunch	12:25 PM- 1:00 PM				
Period 5	1:05 PM – 1:55 PM	PE	PE	Foreign Language	Career Track Elective
Period 6	2:00 PM- 2:50 PM	Foreign Language	Foreign Language	Career Track Elective	Elective
Period 7	2:55 PM-3:45 PM	Life Skills/ Health	Career Track Elective	Elective	Elective

Other Features of Our Curriculum

New Designs continues to refine curriculum, instruction and assessment, which are underscored by the following distinct features deemed as essential to our success as a school:

Graduation Requirements based on the A-G requirements of the UC/CSU systems

All New Designs students meet or exceed the UC/CSU "a-g" requirements prior to graduating from the Charter School.

Student Advisory Program

Using “Individual Learning Plans” (ILP) Faculty Advisors provide an ongoing adult support system in the academic, social, and career development of New Designs students. New Designs

is committed to narrowing the achievement gap between low-income inner-city students and their relatively affluent counterparts. The most important tool for tracking and monitoring student success at the New Designs is the Individualized Learning Plans (ILP), which is designed based on the “*Student Learning Plans*” developed by the California Department of Education (1997). An ILP is a statement of expectations, achievement, interventions, and supports, including curriculum and instruction, which is developed by a Faculty Advisor in cooperation with a student and his or her parents. The ILP is designed to address the performance standards for each student. We see the ILP as a strategic plan for our students clearly outlining their strengths, weaknesses, opportunities and challenges. The ILP also contains any behavior modification strategies that would allow the student to succeed.

The ILP does not only set achievement benchmarks but outlines the resources necessary to achieve the set goals for all students. It is also used to pinpoint effective practices to student’s needs, and identify resources each student needs to be successful at New Designs. Faculty Advisors, counselors, students, teachers, and parents collaborate in making recommendations and suggestions for any needed interventions, and together they share responsibility for the student’s accomplishments. Advisors review each student’s ILP monthly. By participating in the design of their learning plans, students are able to identify their individual learning styles, and develop potential academic strengths in an atmosphere of positive reinforcement and motivation. Using ILPs, students build proficient study skills and acquire the confidence necessary to achieve educational and professional success.

Early College Program

We are currently in discussion with two post-secondary institutions, Alliant University and El Camino Community College (Compton campus), to extend the opportunity to students at New Designs Charter School-Watts students to take college classes.

Leadership Skills

Woven into our curriculum are expectations for students to develop leadership skills, work in a collaborative environment and resolve conflicts amicably without resorting to violence. Effectiveness will be measured through the decrease in administrative referrals and student suspensions for each month, quarter, and school year. Our Advisory curriculum helps our students develop academic and social skills appropriate for future leadership in an ever changing, globally interconnected, multicultural, and multi-ethnic world.

Collaboration and Networking

An important hallmark of our education process is the development of college, industry and community partnerships. We have established several partnerships during the last four years through which we have received support to enhance the learning process. For example through our partnership with “A Thousand Joys”, our middle school students receive free counseling services. In addition, the school received \$100,000 grant to improve science education from the Windsong Trust. During the next five year we intend to strengthen existing partnerships while

creating additional ones to strengthen the learning process. New Designs continues to establish more industry-based partnerships while strengthening our current ones.

Our industry partners have over the years offered internship and job shadowing opportunities for our students. Industry partnerships have enabled our students to work with professionals and gain “hands-on/minds-on” experiences in a true work setting.

Data Driven Decision Making

New Designs has embraced data-based decision making as a management and leadership strategy for success. Such strategy gives early and ongoing assessment data to teachers and administrators. Teachers are able to use achievement data as a tool to help improve instructional practice, diagnose students' specific instructional needs, and increase student learning/achievement. We will conduct Professional Developments at the beginning of the school year, and thereafter on a monthly basis to train teachers in the use of technology tools. Such PDs will include “Understanding Data Analysis” and “Using Data to Improve Instruction” Such data will be available from the start of the academic year, along with the above mentioned training in the use of these data to diagnose areas of academic weakness and teacher effectiveness.

New Designs has adopted *Focus* as our Student Information System (SIS). *Focus* provides the opportunity to store and access student data. It has user-friendly tools and utilities and provides customized reports that teachers can readily adopt as part of their daily workflow. *Focus* communication tools enable parents to be kept informed of their student’s performance. For example parents can check their children’s test scores and grades online. Finally, *Focus* automates critical functions like attendance, scheduling, grading, and reporting.

Data generated from *Focus* is used to inform decisions about everything from class schedules to reading levels and professional development. *DataDirector*, our assessment portal, provides opportunity for achievement data analysis year round. Utilizing data from CST, CELDT, Benchmark assessments, and new state-mandated assessments as they are implemented, student learning is measured based on set benchmarks throughout the year. This forms the basis for our teacher evaluation system which place emphasis on student achievement and growth.

Analysis of data provides a rationale for decisions that parents, teachers, and students can understand. In the coming years the process of collecting and interpreting data will help "replace hunches and hypotheses with facts; identify root causes of problems, not just the symptoms; assess needs and target resources to address them; set goals and keep track of whether they are being accomplished; and focus staff development efforts and track their impact" (Bernhardt, 2000).

Instructional Strategies

New Designs School will continue to be a small learning community that helps students to personally engage in the learning process. Our goal to empower students to take responsibility

for, and engage in, learning is accomplished by applying teaching strategies that are highly effective, research-based and can motivate and help all students learn at higher standards. The following instructional strategies are adopted at New Designs:

Differentiated Instruction: Differentiation is a classroom teaching strategy that customizes instruction to meet the special learning needs of each student. It is a response to recent advances in educational research that show *all* students have the capacity to learn at high levels, but may learn in different ways. The educator's challenge is to offer instructional strategies that can help each student meet his/her particular learning needs.

Using Differentiated Instruction in our classrooms means that students of differing abilities and learning styles remain in class together and time is used flexibly in accordance with student need, and student learning is assessed in multiple ways. The teacher facilitates student learning with a goal of helping students become more self-reliant learners. Carol Ann Tomlinson has written several excellent books about differentiated instruction, published by the *Association for Supervision and Curriculum Development (ASCD)*. She provides a number of instructional strategies that support the philosophy of differentiated instruction, e.g., Howard Gardner's research on multiple intelligences and Jamie McKenzie's work on Scaffolding for Success.

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

Cooperative Learning: Cooperative Learning, one of the best researched of all teaching strategies, is a method by which students learn essential interpersonal life-skills and develop the ability to work collaboratively - a skill now greatly in demand in the workplace. In a cooperative learning environment, small teams, each with students of different levels of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. Students in cooperative learning teams take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task; everyone must be involved in the learning or project.

Standards Aligned Curriculum

New Designs curriculum will align with Common Core State Standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects_(PDF;_2 MB) (Modified March_2013 Publication Version) in all core subject areas in grades 6-12. In addition, our courses will incorporate other relevant standards including those listed below.

- California Common Core State Standards for Mathematics_(PDF;_3 MB) (Modified January_2013 Publication Version)
- History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve
- Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve • Dance • Music • Theatre • Visual Arts
- NGSS for California Public Schools, K-12 Learning Progressions for Elementary (K-5), Middle (6-8) and High School (9-12) Science.
- Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Adopted Oct 1998)

Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects

The school’s curriculum ensures that students receive instruction in, and are expected to master, all grade level standards including English Language Arts, Mathematics, ELD, Social Studies, Visual and Performing, Arts and Physical Education.

Course of Study by Grade Level

6-8 Grade

English Language Arts
 Mathematics
 Science
 Technology (Non-Core)
 Academic Enrichment (Non-Core)
 History
 Physical Education (Non-Core)

Grade 9

English 9AB
 Algebra I AB, Algebra 2AB (Algebra I passed in 8th grade, examination)
 Biology AB
 Career Pathway Elective (Non-Core)
 Spanish 1 AB or 2 AB
 Elective or SFA (Non-Core)

Grade 10

English 10 AB
 Geometry AB, Algebra 2 AB
 World History
 Chemistry AB
 Spanish 2 AB or 3AB
 CAHSEE Prep or Elective (Non-Core)
 Career Pathway (Non-Core)

Grade 11

All eleventh grade students take the following courses:

American Literature and Composition AB

Algebra 2 AB, Pre-calculus AB

United States History

AP Biology/ Honors Science

Career Pathway (Non-Core)

College Prep Elective (Non-Core)

Grade 12

All twelfth grade students take the following:

Modern Literature and Advanced Composition

United States Government and Economics

Math (Pre-Calculus AB, Trigonometry A, Statistics B, or Calculus AB)

Physics

College Prep Elective (Non-Core)

Internship (Non-Core)

Curriculum Outline

The summary curriculum for middle and high school and a brief course description for all high school courses are shown below.

Grade English Language Arts

Reading, Word Analysis, Fluency, and Systematic Vocabulary Development

Students will use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words.

Reading, Comprehension, Focus on Informational Materials

Students will read and understand grade level appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literacy Response and Analysis

Students will read and respond to historically and culturally significant works of literature that reflect and enhance their studies of social science. They will clarify the ideas and connect them to other literary works.

Writing Strategies

Students will write clear, coherent, and focused essays. Their writing exhibits student's awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral Language Conventions

Students will write and speak with a command of standard English conventions appropriate to grade level.

Listening and Speaking Strategies

Students will deliver focus, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They will evaluate the content of oral communication.

History and Social Science

New Designs will develop an effective History and Social Science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve*, (California Department of Education, 2001). All students will cover the grade-level curricular content specified in *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1998). We will complement the aforementioned standards with standards from the Common Core State Standards for English Language Arts Literacy in History/Social Studies. Please find the outline of the History and Social Science curriculum below:

History / Social Science, Grade 6-8

Historical and Social Sciences Analysis Skills

The intellectual skills below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction* with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research
2. Students distinguish fact from opinion in historical narratives and stories
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives)

Historical Interpretations

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place

2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and-short term casual relations
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns
4. Students recognize the role of chance, oversight and error in history
5. Students recognize that interpretations of history are subject to change as new information is uncovered
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues

World History and Geography: Ancient Civilizations

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

- 1) Describe the hunter-gatherer societies, including the development of tools and the use of fire.
- 2) Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments
- 3) Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Mesopotamia, Egypt and Kush

- 1) Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilization
- 2) Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power
- 3) Understand the relationship between religion and the social and political order in Mesopotamia and Egypt
- 4) Know the significance of Hammurabi's Code
- 5) Discuss the main features of Egyptian art and architecture
- 6) Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley
- 7) Understand the significance of Queen Hatshepsut and Ramses the Great
- 8) Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt
- 9) Trace the evolution of language and its written forms

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews

- 1) Describe the origins and significance of Judaism as the first Monotheistic religion based on the concept of one God who sets down moral laws for humanity
- 2) Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the

- Hebrew traditions are reflected in the moral and ethical traditions of Western civilization
- 3) Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion
 - 4) Discuss the locations of the settlements and movements of Hebrew people, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people
 - 5) Discuss how Judaism survived and development despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece

- 1) Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region
- 2) Trace the transition from Tyranny and oligarchy to early demonstrative forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration)
- 3) State the key differences between Athenian, or direct, democracy and representative democracy
- 4) Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics such as Homer's *Iliad and Odyssey*, and from *Aesop's Fables*
- 5) State the key differences between Athenian, or direct, democracy and representative democracy

6.5 Students analyze the geographic, political economic, religious and social structures of the early civilizations of India

- 1) Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization
- 2) Discuss the significance of the Aryan invasions
- 3) Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism
- 4) Outline the social structure of the caste system
- 5) Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon and Central Asia
- 6) Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka
- 7) Discuss important aesthetic and intellectual traditions (e.g. Sanskrit literature, including the Bhagavad Gita; medicine, metallurgy and mathematics, including Hindu-Arabic numerals and the zero)

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China

- 1) Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty
- 2) Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world
- 3) Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism
- 4) Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them
- 5) List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty
- 6) Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire
- 7) Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations
- 8) Describe the diffusion of Buddhism northward to China during the Han Dynasty

6.7 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Rome

- 1) Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar and Cicero
- 2) Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)
- 3) Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
- 4) Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire
- 5) Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem
- 6) Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity resurrection, salvation)
- 7) Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories
- 8) Discuss the legacies of Roman art and architecture, technology and science, literature, language and law

Grade 7 History / Social Science

World History and Geography: Medieval and Early Modern Times

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire

- 1) Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and distribution of news)
- 2) Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion
- 3) Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations

7.2 Students analyze the geographic, political, economic, religious, and social structures of Islam in the Middle Ages

- 1) Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life
- 2) Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity
- 3) Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life
- 4) Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language
- 5) Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops) and the role of merchants in Arab society
- 6) Understand the intellectual exchanges among Muslim scholars and Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art and literature

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilization of China in the Middle Ages

- 1) Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea and Japan
- 2) Describe agricultural, technological, and commercial developments during the Tang and Sung periods
- 3) Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods
- 4) Understand the importance of both overland trade and maritime expeditions between

China and other civilizations in the Mongol Ascendancy and Ming Dynasty

- 5) Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass and gun powder
- 6) Describe the development of the imperial state and the scholar-official class

7.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ghana and Mali in Medieval Africa

- 1) Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves and the growth of the Ghana and Mali empires.
- 2) Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa
- 3) Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics and law
- 4) Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa
- 5) Describe the importance of written and oral traditions in the transmission of African history and culture

7.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Medieval Japan

- 1) Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influence of those countries on Japan
- 2) Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign
- 3) Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century
- 4) Trace the development of distinctive forms of Japanese Buddhism
- 5) Study the ninth and tenth centuries golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji
- 6) Analyze the rise of a military society in the last twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Medieval Europe

- 1) Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and their relationship to ways of life in Medieval Europe
- 2) Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire
- 3) Understand the development of feudalism, its role in the medieval European economy, the ways in which it was influenced by physical geography (the role of the manor and the

- growth of towns), and how feudal relationships provided the foundation of political order
- 4) Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g. Charlemagne, Gregory VII, Emperor Henry IV)
 - 5) Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, Parliament, development of habeas corpus, an independent judiciary in England)
 - 6) Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world
 - 7) Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe and describe its impact on global population
 - 8) Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law")
 - 9) Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations

- 1) Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec and Incan economies, trade and development of urban societies
- 2) Study the roles of people in each society, including class structures, family life warfare, religious beliefs and practice, and slavery
- 3) Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish
- 4) Describe the artistic and oral traditions and architecture in the three civilizations
- 5) Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations agricultural systems

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance

- 1) Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith)
- 2) Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on the cities' importance in the spread of Renaissance ideas
- 3) Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes
- 4) Describe the growth and effects of new ways of disseminating information (e.g. the ability to manufacture paper, translation of the Bible into the vernacular, printing)

- 5) Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g. by Dante Alighieri, Leonardo de Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare)

7.9 Students analyze the historical developments of the Reformation

- 1) List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences)
- 2) Describe the theological, political and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale)
- 3) Explain Protestant's new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism
- 4) Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World
- 5) Analyze how the counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of a Trent)
- 6) Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on the world map.
- 7) Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that prompted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492)

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions

- 1) Discuss the roots of the Scientific Revolution (e.g., Greek rationalism, Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration)
- 2) Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer)
- 3) Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas and the co-existence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment and the Age of Reason)

- 1) Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldwide
- 2) Discuss the exchanges of plants, animals, technology, culture and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major

economic and social effects on each continent

- 3) Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers
- 4) Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity
- 5) Describe how demonstrative thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders)
- 6) Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence

Grade 8: History / Social Science

United States History and Geography: Growth and Conflict

8.1 Students understand the major events preceding the founding of the nation and relate their significant to the development of American constitutional democracy

- 1) Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor
- 2) Analyze the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain inalienable Rights”)
- 3) Analyze how the American Revolution affected other nations, especially France
- 4) Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions

8.2 Students analyze the politician principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government

- 1) Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact
- 2) Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence
- 3) Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divide state-federal power, slavery, the rights of individuals and states (later addressed by the additional of the Bill of Rights), and the status of American Indian nations under the commerce clause
- 4) Describe the politician philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and

the role of such leaders as Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution

- 5) Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing view of the founding fathers on the issue of the separation of church and state
- 6) Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights
- 7) Describe the principles of federalism, dual sovereignty, separation of powers, check and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it

- 1) Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed
- 2) Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states
- 3) Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit
- 4) Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
- 5) Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shay's Rebellion, The Whiskey Rebellion)
- 6) Describe the basic lawmaking process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
- 7) Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation

- 1) Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents
- 2) Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address)
- 3) Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank, early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist's economic system of law)
- 4) Discuss daily life, including traditions in art, music, and literature of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper)

8.5 Students analyze U.S. foreign policy in the early Republic

- 1) Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders and events that led to a final peace
- 2) Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War
- 3) Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced with emphasis on the Northeast

- 1) Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction)
- 2) Outline the physical obstacles and to the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American system)
- 3) List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine)
- 4) Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities
- 5) Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture
- 6) Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Waldo Emerson, Henry David Thoreau, Herman Melville, Louie May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow)

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

- 1) Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin
- 2) Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious economic, and cultural development, and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey)
- 3) Examine the characteristics of white southern society and how the physical environment influenced events and conditions to the Civil War
- 4) Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South

8.8 Students analyze the divergent paths of the American people in the West of 1800 to the

mid-1800s and the challenges they faced

- 1) Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court)
- 2) Describe the purpose challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokee “Trial of Tears”, settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades
- 3) Describe the role of pioneer woman and the new status that western woman achieved (e.g., Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West; Wyoming granting suffrage in women in 1869)
- 4) Examine the importance of the great rivers and the struggle over water rights
- 5) Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies
- 6) Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence

- 1) Describe the leaders of the movements (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown, and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass)
- 2) Discuss the abolition of slavery in early state constitutions
- 3) Describe the significance of the Northwest Ordinance in education and in the banning of slavery on new states north of the Ohio River
- 4) Discuss the importance of the slavery issue as raised by an annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850
- 5) Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sanford decision (1857), and the Lincoln-Douglas debates (1858)

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War

- 1) Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statement such as Daniel Webster and John C. Calhoun
- 2) Trace the boundaries constituting the North and the South, the geographical differences between the two regions and the differences between agrarians and industrialists
- 3) Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine
- 4) Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided”

speech (1858)

- 5) Gettysburg Address (1863), emancipation Proclamation (1863), and inaugural addresses (1861 and 19865)
- 6) Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments
- 7) Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox
- 8) Explain how the war affected combatants, civilians, the physical environment and future warfare

8.11 Students analyze the character and lasting consequences of Reconstruction

- 1) List the original aims of Reconstruction and describe its effects on the political and social structures of different regions
- 2) Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo soldiers)
- 3) Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freemen, including racial segregation and "Jim Crow" laws
- 4) Trace the rise of the Klu Klux Klan and describe the Klan's effects
- 5) Understand the thirteenth, Fourteenth and fifteenth Amendments to the Constitution and analyze their connection to Reconstruction

8.12 Students analyze the transformation of the American economy and the changing social and politician conditions in the United States in response to the Industrial Revolution

- 1) Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade and locate such development on a map
- 2) Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization
- 3) Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants and subsidies
- 4) Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement)
- 5) Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservations movement)
- 6) Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining and its strikes and protests over labor conditions
- 7) Identify the new sources of large-scale immigration and the contributions of immigrants

to the building of cities and the economy' explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of activism

- 8) Identify the characteristics and impact of Grangerism and Populism
- 9) Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright)

High School History and Social Science

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science, and sociology. In the area of curriculum development and history- social sciences instruction for grades 9-12 New Designs Charter High School will:

- Implement and refine a history and social sciences curriculum that incorporates a grade level curriculum content specified in the *History- Social Science Content Standards for California Public School: K-12*.
- Integrate the core content of history and social science into a greater understanding of science, mathematics, and language arts.
- Develop important- habits of mind in the form of evidence, connections and patterns, supposition, and the meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, and understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, in the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- Integrate the following skills into the study of social studies: historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

World History AB

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and

cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

US History AB

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

Principles of American Government (first semester) and Economics (2nd semester)

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Mathematics

Grade 6 Mathematics Standards	
<p>By the end of grade 6, students will understand four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.</p>	
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.
The Number System.	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations.	Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.
Geometry	Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability	Develop understanding of statistical variability. Summarize and describe distributions.
Mathematical Practices	
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	

Grade 7 Mathematics Standards

In grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Ratios and Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Expressions and Equations	Use properties of operations to generate equivalent expressions.
Geometry	Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Statistics and Probability	Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

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

Grade 8 Mathematics Standards	
By the end of grade 8, students will understand three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	
The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations	Work with radicals and integer exponents. Understand the connection between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions	Define, evaluate, and compare functions. Use functions to model relationships between quantities.
Geometry	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
Statistics and Probability	Investigate patterns of association in bivariate data.
Mathematical Practices	
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in reasoning. 	

High School Mathematics

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction for grades 9-12 New Designs Charter High School will:

- Implement and refine a mathematics curriculum that incorporates the grade level curriculum content specified in the *Mathematics Content Standards for California Public School: K-12*.
- Integrate the core concepts of numbers, Algebra, Geometry, and Statistics into a greater understanding of Science, History- Social Science, and Language Arts.

- Develop important- habits of mind in the form of evidence, connections and patterns, supposition, and the meaning that will produce active and thoughtful mathematicians and statisticians.
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking the validity of the results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real- life examples and problems.
- Integrate appropriate technology and technological concepts into the study of mathematics.

Courses:

Algebra I

Seeing Structure in Expressions

- Interpret the structure of expressions

Write expressions in equivalent forms to solve problems

- Arithmetic with Polynomials and Rational Functions
- Perform arithmetic operations on polynomials
- Understand the relationship between zeroes and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

Creating Equations

- Create equations that describe numbers or relationships
- Reasoning with Equations and Inequalities
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.

Model with mathematics

- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Geometry

The common core aligned geometry standards covers the following:

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Expressing Geometric Properties with Equations
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Modeling with Geometry
- Apply geometric concepts in modeling situations

Mathematical Practices

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

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and

logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

AP Statistics A/B

AP Statistics involves the study of four main areas: exploratory analysis; planning a study; probability; and statistical inference. According to the College Board, upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. In contrast to many math classes, this course will require reading of the text. This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics.

Statistics

The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring data: Observing patterns and departures from patterns.
- Planning a study: Deciding what and how to measure
- Anticipating Patterns: Producing models using probability theory and simulation.
- Statistical Inference: Confirming models.

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

Textbook: The Basic Practice of Statistics 4th Edition David S. Moore W.H. Freeman and Company, 2007.

Math Analysis

This course is for students to prepare them for Calculus or other courses requiring a background in Pre-Calculus mathematics.

Course Objectives

- Demonstrate an understanding of functions and equations, an ability to graph them, to find inverses and composition of functions.
- Identify the roots and poles of a rational function, asymptotes, maxima and minima.
- Use the exponential and logarithmic functions to model real life situations.
- Demonstrate an ability to recognize what type of conic section the equation represents and determine its geometric components such as foci, asymptotes, etc.
- Use a geometric description of a conic section and derive a quadratic equation representing it.
- Apply the fundamental theorem of algebra to problem solving.
- Divide polynomials using long division and synthetic division.

- Prove formulas by using the technique of mathematical induction.
- Apply the knowledge of vectors, parametric equations, and polar coordinates.
- Demonstrate an understanding of trigonometric functions and identities.

Calculus

This course includes introductory calculus, analytical geometry, and elementary functions. The following list is a set of specific course objectives for *AP Calculus*. This list is organized with respect to its six major course topics which include a review of the prerequisites, the development of *limits, Differentiation, Integration, Transcendental Functions, Special Techniques/Methods*, and the application of these.

This course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. AP Calculus is primarily concerned with developing the students' understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

Textbook: Calculus (Single variable). Finney, Demana, Waits, Kennedy. Scott Foresman-Addison Wesley

English Language Arts

Reading, Word Analysis, Fluency, and Systematic Vocabulary Development

Students will use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words.

Reading, Comprehension, Focus on Informational Materials

Students will read and understand grade level appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literacy Response and Analysis

Students will read and respond to historically and culturally significant works of literature that reflect and enhance their studies of social science. They will clarify the ideas and connect them to other literary works.

Writing Strategies

Students will write clear, coherent, and focused essays. Their writing exhibits student's awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral Language Conventions

Students will write and speak with a command of standard English conventions appropriate to grade level.

Listening and Speaking Strategies

Students will deliver focus, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They will evaluate the content of oral communication.

English 9AB

The major purpose of this course is to explore different genres of literature. These include poetry, the short story, the novel, works of nonfiction, the epic and the drama. Works read include *To Kill a Mockingbird*, *The Way to Rainy Mountain*, "The Birds," "The Secret Life of Walter Mitty," *The Odyssey*, *Romeo and Juliet*, and *A Night to Remember*. There is specific focus on essay writing, grammar, argument analysis in speeches and newspaper editorials, research skills and validation of information, as well as the art of oral presentation.

English 10AB

This course explores issues that plague and enlighten society. Students will read works such as *Lord of the Flies*, *Alice's Adventures in Wonderland*, *Animal Farm* and *Macbeth*. Students will address these works through the examination of questions such as: How does questioning shape identity and lead to change within the individual, within society and within culture? How does reading and writing literature help us understand ourselves and others? What makes literature an art are the multiple meanings that stories can have and the journey of self-exploration that one experiences when one lets imagination and intellect come to life. Students will read short stories, novels, poetry, non-fiction and drama; engaging creative, descriptive, narrative, and persuasive writing; working in small groups to peer edit, and develop research skills and a sense of style in writing. In addition, students will polish final products for assessment and presentation in portfolios. Students will engage in informative, impromptu, and persuasive speaking after exploring principles of effective oral communication including delivery, organization, content, and stress management.

American Literature and Composition AB

This course is designed to encourage and improve skills in reading, writing, thinking and speaking. This course is a chronological survey of American Literature (both fiction and non-fiction) from the Colonial Period into the 20th century. Literary works will include colonial non-fiction and founding documents of U.S. government, works of the American Transcendentalists including *The Scarlet Letter*, late 19th Century American fiction including works by Twain and Bret Harte, works of the American Progressives (e.g., Upton Sinclair and Jane Addams), Harlem Renaissance poetry, *The Great Gatsby* by F. Scott Fitzgerald and "The Crucible" by Arthur Miller. Using these works as texts, students will work on critical thinking skills and essay writing, as well as exploring themes and issues running throughout American literature, especially as they relate to changing political and social climates in the United States and the world. Students will also work on expanding their vocabularies and perfecting their grammar.

Modern Literature/Advanced Composition AB

This course is designed to encourage and improve students' skills in reading, writing, thinking and speaking, as well as their ability to think and work independently. Class time is spent substantially in smaller group, self-directed learning activities. Literary works will include 1984 by George Orwell and —The Misanthropel by Moliere. Students will also be specifically working on more advanced writing structures, including their college application essay, and more substantial research projects of their own creation. Students will also have the opportunity to explore independent reading that they will share and discuss with a smaller group of their classmates.

Foreign Language

The school plans to offer Spanish as a Foreign Language. New Designs Charter School-Watts Watt will implement an innovative small school design focused on personalizing students' education that supports the District's goals for improving performance in secondary schools.

The newly adopted World Language Content Standards for California Public Schools form the basis for *both* the Spanish Foreign Language course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4.

Spanish 1AB

Spanish 1 introduces and solidifies basic Spanish concepts. The textbook, workbook and materials serve to provide cultural content, learn vocabulary and grammar, and further develop reading, writing, listening and speaking skills in Spanish. The goals of the course are for students to learn skills and attain sophistication in the Spanish language., to build communicative skills and cultural competency and a realistic and insightful understanding of Hispanic culture and thought, prepare students to use Spanish in real-life situations by emphasizing oral communication and by developing the other basic language skills (reading and writing), to understand Spanish conversations, to interact orally on familiar topics, to use language for personal communications needs, to ask and answer questions and request clarification as needed, to understand written documents on familiar topics dealing with basic needs or interests, to write short descriptive paragraphs, and search for information on the Internet.

Spanish 2AB

Spanish 2 expands the five basic skills taught in Spanish 1. Although oral communication is still the focus, there is an increased emphasis placed on reading and writing. Students are expected to be able to comprehend magazines, newspaper and selected magazine articles. At level 2, they will have developed a functional command of words and phrases that deal with immediate needs and common everyday situations in a home or while traveling. Students will comprehend simple questions and statements about family, residence, self, weather, time and interests. The content expansion includes normal commands, frequent instructions, and courtesy interchanges. The student will be able to recognize differences in the present, past, and future tenses and of other

frequently encountered grammatical signals as they become more evolved. We will also be reading short stories, novels, poetry, non-fiction and drama from various Latin American authors. Using computers, students will learn new ways to enhance all communication skills

Science Curriculum

New Designs will implement the Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Reprinted, 2003), *Next Generation Science Standards (NGSS) for California Public Schools, Kindergarten through Grade Twelve* as required by California Education Code 60605.85. as well as **California Common Core the State Standards** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Middle School Science

Science Standards: Grades 6-8
Grade 6: Focus on Earth Science
<p><u>Plate Tectonics and Earth’s Structure</u></p> <p>Plate tectonics accounts for important features of Earth’s surface and major geologic events. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types and ancient climatic zones b. Students know Earth is composed of several layers; a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle d. Students know that earthquakes are sudden motions along cracks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions f. Students know how to explain major features of California geology (including mountains, faults, volcanoes in terms of plate tectonics g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region <p><u>Shaping Earth’s Surface</u></p> <p>Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept</p> <ol style="list-style-type: none"> a. Students know water running downhill is the dominant process in shaping the landscape, including California’s landscape b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves

- d. Students know earthquakes, volcanic eruptions, landslides and floods change human and wildlife habitats

Heat (thermal Energy) (Physical Science)

Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

- a. Students know energy can be carried from one place to another by heat flow or by waves. Including water, length and sound waves, or by moving objects
- b. Students know that when fuel is consumed, most of the energy released becomes heat energy
- c. Students know heat flow in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter)
- d. Students know that energy is also transferred between objects by radiation (radiation can travel through space)

Energy in the Earth System

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

- a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle
- b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light
- c. Students know heat from Earth's interior reaches the surface primarily through convection
- d. Students know convection currents distribute heat in the atmosphere and oceans
- e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather

Ecology (Life Science)

Organisms ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

- a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment
- b. Students know populations or organisms can be categorized by the functions they serve in an ecosystem
- c. Students know the different kinds of organisms may play similar ecological roles in similar biomes
- d. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition

Resources

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

- a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process

- b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or non-renewable
- c. Students know the natural origin of the materials used to make common objects

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Develop a hypothesis
- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes and binoculars) to perform tests, collect data, and display data
- c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- d. Communicate the steps and results from an investigation in written reports and oral presentations
- e. Recognize whether evidence is consistent with a proposed explanation
- f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map
- g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, and a hill slope)

Grade 7: Focus on Life Science

Cell Biology

All living organisms are composed of cells, from just one too many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:

- a. Students know cells function similarly in all living organisms
- b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls
- c. Students know the nucleus is the repository for genetic information in plant and animal cells
- d. Students know that mitochondria liberates energy for the work that cells do and the chloroplasts capture sunlight energy for photosynthesis
- e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes
- f. Students know that as multi-cellular organisms develop, their cells differentiate

Genetics

A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:

- a. Students know the difference between the life cycles and reproduction methods of sexual and asexual organisms
- b. Students know sexual reproduction produces offspring that inherit half their genes from each parent
- c. Students know an inherited trait can be determined by one or more genes
- d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive
- e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell

Evolution

Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

- a. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms
- b. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution
- c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution
- d. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and know to expand the diagram to include fossil organisms
- e. Students know that extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival

- f. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years on the geologic time scale.
- g. Students know fossils provide evidence of how life and environmental conditions have changed
- h. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
- i. Students know how to explain significant developments and extinctions of plant and animal life

Grade 8: Focus on Physical Science

Motion

The velocity of an object is the rate of change of its position. As a basis for understanding this concept:

- a. Students know position is defined in relation to some choice of standard reference point and a set of reference directions
- b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary
- c. Students know how to solve problems involving distance, time and average speed
- d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object
- e. Students know changes in velocity may be due to changes in speed, direction, or both
- f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction

Forces

Unbalanced forces cause changes in velocity. As a basis for understanding this concept:

- a. Students know a force has both direction and magnitude.
- b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- c. Students know when the forces on an object are balanced; the motion of the object does not change.
- d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
- f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion
- g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system

Structure of Matter

Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:

- a. Students know the structure of the atom and know it is composed of protons, neutrons and electrons
- b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements
- c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers
- d. Students know that states of matter (solid, liquid, gas) depend on molecular motion

- e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently
- f. Student know how use the periodic tale to identify elements in simple compounds

Grade 8: Focus on Physical Science

Earth in the Solar system (Earth Science)

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:

- a. Students know galaxies are clusters of billions of stars and may have different shapes.
- b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature and color
- c. Students know how to use astronomical units and light years as measures of distance between the Sun, Stars and Earth
- d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight not by their own light.
- e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids

Reactions

Chemical reactions are processes in which atoms rearranged into different combinations of molecules. As a basis for understanding this concept:

- a. Students know reactant atoms and molecules interact to form products with different chemical properties
- b. Students know the idea of atoms explains the conservation of matter; in chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same
- c. Students know chemical reactions usually liberate heat or absorb heat
- d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction
- e. Students know how to determine whether a solution is acidic, basic or neutral

Chemistry of Living Systems (Life Science)

Principles of chemistry under lay the function of biological systems. As a basis for understanding this concept:

- a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms
- b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur
- c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA

Periodic Table

The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

- a. Students know how to identify regions corresponding to metals, non-metals, and inert gases
- b. Students know each element has a specific number of protons in the nucleus (the atomic

number) and each isotope of the element has a different but specific number of neutrons in the nucleus

- c. Students know substances can be classified by their properties, including their melting temperature, density, hardness and thermal and electrical conductivity

Density and Buoyancy

All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:

- a. Students know density is a mass per unit volume
- b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume
- c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
- d. Students know how to predict whether an object will float or sink

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Plan and conduct a scientific investigation to test a hypothesis
- b. Evaluate the accuracy and reproducibility of data
- c. Distinguish between variable and controlled parameters in a test
- d. Recognize the slope of the linear graph as the constant in the relationship $y = kx$ and apply this principle in interpreting graphs constructed from data
- e. Construct appropriate graphs from data and develop quantitative statements about the relationship between variables.
- f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure x are, volume = area x height)
- g. Distinguish between linear and non-linear relationships on a graph of data

Next Generation Science Standards(NGSS)

The Middle School science curriculum will align with the NGSS as described below: as

Science and Engineering Practices	6-8 Condensed Practices
<p>Asking Questions and Defining Problems</p> <p>A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s)</p>	<p>Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> • Ask questions <ul style="list-style-type: none"> ○ That arises from careful observation of phenomena, models, or unexpected

<p>works and which can be empirically tested.</p> <p>Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world.</p> <p>Both scientists and engineers also ask questions to clarify ideas.</p>	<p>results, to clarify and/or seek additional information.</p> <ul style="list-style-type: none"> ○ To identify and/or clarify evidence and/or the premise(s) of an argument. ○ To determine relationships between independent and dependent variables and relationships in models. ○ To clarify and/or refine a model, an explanation, or an engineering problem. <ul style="list-style-type: none"> ● Ask questions that require sufficient and appropriate empirical evidence to answer. ● Ask questions that can be investigated within the scope of classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. ● Ask questions that challenge the premise(s) of an argument or the interpretation of a data set. ● Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
<p>Developing and Using Models</p> <p>A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.</p> <p>Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in system; and communicate ideas. Models are used to build and revise scientific explanations and</p>	<p>Modeling in 6-9 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design system.</p> <ul style="list-style-type: none"> ● Evaluate limitations of a model for a proposed object or tool. ● Develop or modify a model – based on evidence – to match what happens if a variable or component of a system is changed. ● Use and/or develop a model of simple systems with uncertain and less predictable factors. ● Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena.

<p>proposed engineered systems. Measurements and observations are used to revise models and designs.</p>	<ul style="list-style-type: none"> • Develop and/or use a model to predict and/or describe phenomena. • Develop a model to describe unobservable mechanisms. <hr/> <ul style="list-style-type: none"> • Define a design problem that can be solved through the development of an object, a tool, a process or a system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. <hr/> <ul style="list-style-type: none"> • Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.
<p>Planning and Carrying Out Investigations</p> <p>Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.</p> <p>Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.</p>	<p>Planning and carrying out investigations in 6-8 buildings on K-5 experiences and progresses to include investigations that use <u>multiple variables</u> and provide evidence to support explanations or solutions.</p> <hr/> <ul style="list-style-type: none"> • Plan an investigation individually and collaboratively, and in the design; identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. • Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation. <hr/> <ul style="list-style-type: none"> • Evaluate the accuracy of various methods for collecting data. <hr/> <ul style="list-style-type: none"> • Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. • Collect data about the performance of a proposed object, tool, process, or system under a range of conditions.
<p>Analyzing and Interpreting Data</p>	<p>Analyzing data in 6-8 builds on K-5 experiences and progresses to introducing more</p>

<p>Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools – including tabulation, graphical interpretation, visualization, and statistical analysis – to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much earlier, providing secondary sources for analysis.</p> <p>Engineering investigations include analysis of data collected in the tests of designs. This allows comparisons of different solutions and determines how well each meets specific design criteria – that is, which design best solves the problem within given constraints. Like scientists, engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.</p>	<p>detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> • Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships. • Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships. • Distinguish between casual and correlation relationships in data. • Analyze and interpret data to provide evidence for phenomena. <ul style="list-style-type: none"> • Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible. • Consider limitations of data analysis (e.g., measurement error), and/or seek to improved precision and accuracy of data with better technological tools and methods (e.g., multiple trails). • Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success.
<p>Using Mathematics and computational Thinking</p> <p>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships.</p>	<p>Mathematical and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p> <p>Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.</p> <ul style="list-style-type: none"> • Use mathematical representations to describe and/or support scientific conclusions and design solutions. • Create algorithms (a series of ordered steps) to solve a problem. • Apply mathematical concepts and/or

<p>Mathematical and computational approaches enable scientists and engineers to produce the behavior of systems and test the validity of such predictions.</p>	<p>processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems.</p> <ul style="list-style-type: none"> • Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.
<p>Constructing Explanations and Designing Solutions</p> <p><i>The end-products of science are explanations and the end-products of engineering are solutions.</i></p> <p>The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.</p> <p>The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.</p>	<ul style="list-style-type: none"> • Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describes phenomena. • Construct an explanation using models or representations. • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operates today as they did in the past and will continue to do so in the future. • Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. • Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion. • Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system. • Undertake a design project, engaging in the design cycle to construct and/or implement a solution that meets specific design criteria and construction. • Optimize performance of a design by

	prioritizing criteria, making trade-offs, testing, revising and re-testing.
<p>Engaging in Argument from Evidence</p> <p><i>Argumentation is the process by which evidence-based conclusions and solutions are reached.</i></p> <p>In science and engineering, reasoning in argument based on evidence is essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.</p> <p>Scientists and engineers use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits.</p> <p>Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</p>	<p>Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing agreement that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> • Compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretations of facts. • Respectfully provide and receive critiques about one’s explanations, procedures, models and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail. • Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. • Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints. • Evaluate competing designs solutions based on jointly developed and agreed-upon design criteria.

<p>Obtaining, Evaluating, and Communicating Information</p> <p>Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.</p> <p>Communicating information and ideas can be done in multiple ways; using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</p>	<p>Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p>
	<ul style="list-style-type: none"> • Critically read scientific texts adapted for classroom use to • determine the central ideas and/or obtain scientific and/or • technical information to describe patterns in and/or evidence • about the natural and designed world(s).
	<ul style="list-style-type: none"> • Integrate qualitative and/or quantitative scientific and/or • technical information in written text with that contained • in media and visual displays to clarify claims and findings.
	<ul style="list-style-type: none"> • Gather, read, synthesize information from multiple appropriate • sources and assess the credibility, accuracy, and possible bias • of each publication and methods used, and describe how they • are supported or not supported by evidence. • Evaluate data, hypotheses, and/or conclusions in scientific and • the technical texts in light of competing information or accounts.
<ul style="list-style-type: none"> • Communicate scientific and/or technical information • (e.g., about a proposed object, tool, process system} • in writing and/or through oral presentations. 	

High School Science

Students will begin to understand how specific processes operate and how those processes relate to one another. In the area of curriculum development in the Science instruction for grades 9-12, New School will:

- Implement and refine a Science curriculum that incorporates the grade level curriculum content specified in the *Science Content Standards for California Public School: K-12*.
- Integrate the core concepts of Earth Science, Life Science, and Physical Science into a greater understanding of History- Social Science, Mathematics, and Language Arts.
- Develop important- habits of mind in the form of evidence, connections and patterns, supposition, and the meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct and experiment; understand the variables; analyze the data; and research a conclusion or solution that serves as a hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of concepts into the study of science.

Chemistry A/B

Chemistry is a high school course that covers the structure and properties of matter from an atomic level, i.e. atom structure, atom interaction, and the various changes that take place during chemical reactions. Students will then be able to understand how structure on the atomic level explains the behavior on a macroscopic level. It is a course where students will develop an understanding of the science of chemistry through laboratory oriented experiences. Students will learn about matter and change, atoms, the arrangement of electrons in atoms, the periodic law, chemical bonding, chemical formulas, compounds, equations, reactions, stoichiometry, phases of matter, physical characteristics and molecular composition of gases, liquids, and solids; solutions, ions, acids and bases; chemical reactions, reaction energy, kinetics, chemical equilibrium, oxidation reduction reactions, organic and nuclear chemistry, carbon and hydrocarbons and organic compounds. This course provides a solid grounding in the principles/concepts of chemistry and also serves as an introductory course for students who will pursue other advanced science courses in the future.

Environmental Science

Environmental Science integrates topics from a wide variety of subjects, including chemistry, geology, biology, geography, sociology, and political science. This is a senior-level course at New Designs, and follows the formal physics, chemistry, and biology classes that students have taken in the 9th – 11th grades. In this class, we will strike a balance between the rigorous scientific inquiry/experimentation and the political and sociological approaches to the subject. We will also focus on meaningful, student-driven projects that follow the interests of the class and remain relevant to current events. Students will develop an understanding of the environment, both local and global, and study both historical and current environmental issues.

Topics covered include: Ecology and Biomes, Biodiversity, Earth Science and Resources, Atmospheric Science and Air Pollution, Population Dynamics, Food Resources, Environment and Human Health, Water Cycles and Water Pollution, Renewable and Nonrenewable Resources, Energy and Waste.

Advanced Physics

Advanced Physics is a senior science course to prepare students for college level work in math, science and engineering and to ensure their success when they matriculate upon graduation from New Designs Charter School. The course will apply and strengthen their math skills in Calculus through problem solving exercises centered on the basic principles of physics, e.g., mechanics, electricity and magnetism.

Standards Addressed:

The following Science Content Standards in Biology and Math Content Standards will be covered: Vector math; Calculus derivatives and integrals; Kinematics (linear and 2D); Newton's Laws of Motion; Work, Energy and Power; Circular Motion and Rotation; Oscillations and Gravitation; Electrostatics; Electric Circuits; Magnetic Fields; Electromagnetism.

Textbook: Fundamentals of Physics, 7th edition. Halliday, Resnick, and Walker. John Wiley & Sons, 2005.

Anatomy/Physiology

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. Students will not only gain an understanding of the essentials of how the human body functions, but will also become familiar with laboratory procedures. Through utilizing classroom learning, demonstrations, activities and lab experiences students will gain an understanding of the essential features of Anatomy and Physiology

AP Biology

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

Career Pathway Course Descriptions

Law and Diplomacy

Introduction to Law

This course gives a general overview of law and legal systems. It covers the nature and sources of law, court systems, and the substantive areas of constitutional law, contracts, torts, criminal law, agency, and property. This course is geared towards providing students with the basic knowledge of all aspects of the law, critical legal thinking, and a comparative approach to the civil and common law systems. This course is a prerequisite for all other Law Courses at in the New Designs Law and Diplomacy Academy.

Foundations of Justice

Foundations of Law helps students understand why we live under the rule of law, and how laws are created, enforced, interpreted, and changed. The course enables students to examine diverse areas of law, including criminal, civil, constitutional, and international. It also explores civil

rights issues and the role of advocacy, civics, and the media in our legal system. Students will consider these topics through several lenses:

- **Philosophical and Historical:** Theoretical foundations of the legal system, and purposes and justifications of laws and social contracts.
- **Power and Fairness:** How the law and legal systems can be used both to protect and oppress. The balance of different kinds of power within society is also explored.
- **U.S. Law and Law Enforcement:** How laws are created, enforced, and interpreted. The relationship between law and public policy at the federal, state and local levels of government are also studied.
- **Advocacy and Policy:** How individuals and groups, including young people, can take action to reform our legal system.
- **Career Exploration:** What career paths exist in the legal and criminal justice systems, and how the pursuit of a particular profession can serve as a form of civic action.
- **Comparative Systems:** How the U.S. legal system compares with legal and political systems, philosophies, and practices of other countries.

Foundations of Civil Law, Ethics & Philosophy

Foundations of Civil Law, Ethics, and Philosophy introduces students to civil law and the legal structures designed to protect people from individuals and corporations that cause harm. Using a famous liability case as a case study, students compare and contrast the goals, professional roles, and standards of proof in civil and criminal law. As they take on the roles of different stakeholders in a civil case and bring the case to trial, they consider the role that settlement plays in the civil justice system and analyze the ways in which interest groups may affect public perceptions of the legal process. Students also reflect on the role and impact of civil litigation in U.S. society.

Journey for Justice in America

Journey for Justice in America is a course designed to provide students with the necessary skills and content knowledge in American Government to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

Introduction to International Relations

Students will learn major theories of international relations and apply them to understand international situations and issues in the modern world. Emphases are on clearly comprehending the relationship between international conflicts and cooperation and on recognizing the shift from “internationalization” to “globalization”. Extensive use of internet information, articles from journals and newspapers will enable students to update information about imminent international issues today and to think about them critically.

A Study of International Organizations

Students will study major international organizations (IO) including the United Nations, United Nations, Educational, Scientific and Cultural Organization (UNESCO) World Health Organization (WHO), North Atlantic Treaty Organization (NATO) and other important international organizations. As they examine each institution, they will keep several questions in mind including:

- Does this international organization represent anything more than the interests of its most powerful members?
- How are the foreign policy goals of its most powerful members pursued – *or not*?
- What role do domestic politics play when countries interact with the international organizations?
- How does the pursuit of the private incentives of individuals working in IOs influence IO effectiveness?
- What ideas and norms in international politics influenced the creation of the various IOs and what impact have the IOs in turn had on international ideas and norms?

Finance Academy

Introduction to Business Finance

The course is designed to provide students with an overview of the principles of business finance. The curriculum focuses on major areas of study, including economics, marketing, accounting procedures, and the global financial market. An integral component of the curriculum is the application of decision-making skills that enables students to become more responsible consumers, producers, or business entrepreneurs.

Integrated Marketing & English

The aim of this course, Integrated Marketing and English, is to prepare students with foundational knowledge in marketing within the framework of year three or four high school English, so that they will be equipped for the challenges in the workplace and in their pursuit of post-secondary education. Whether a student is interested in exploring the field of Marketing as a possible career field or to become an informed consumer, this course provides an opportunity for students to fulfill their English course requirement while pursuing a career pathway and developing critical reading, writing, speaking, and thinking skills geared towards the business field. This interdisciplinary Marketing and English course will provide opportunities for students to study the English language within the context of business. For example, by examining and analyzing print, TV, and web advertisements, students will be able to viscerally and experientially understand tone, style, and diction. Through critical literacy, they will comprehend how marketing and advertising professionals manipulate structural and rhetorical devices to influence and sway consumers' perception of products and influence buying decisions through advertisements, branding, business communications, and marketing materials. To develop an understanding of how the study of practical and academic English is translated into the practice and language of business, students will read and analyze a variety of texts - essays, journal articles, advertisements, blogs, plays, business communications, and full-length literary works, including *Tortilla Curtain*, *Ogilvy on Advertising*, and *Fast Food Nation*. Students will refine their skills in rhetorical reading, writing, and speaking, and polish their presentation skills, so that they can successfully market not only the businesses that they may work for but also

themselves. While most of the reading materials will be on marketing-related topics, instruction will be directed towards developing students reading, writing, speaking, and critical thinking skills as they relate to the business marketing model. Students will write persuasive, narrative, and expository essays, argument analysis, and complete research projects within a business framework. Further, students will have many opportunities to polish their presentation skills in order to successfully market both their businesses and themselves. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate data-driven opinions. Students read often and with an open mind, write often and clearly with coherent thought and form, and articulate their reading and writing in presentations appropriately targeting both academic and real-world audiences.

Introduction to Corporate & International Finance

All students would benefit from this course as they train for their career of choice and enter the business world. Students will analyze financial problems corporations face that result from operating in an international environment. Major topics covered are corporate strategy and the decision to invest abroad, forecasting exchange rates, international portfolio diversification, managing exchange risk, taxation issues, cost of capital and financial structure in the multinational firm, and sources of financing. Guest speakers from the community will be invited to make presentations to enhance learning in the class.

Business Statistics A/B

Business Statistics introduces students to elements of statistical concepts, techniques, and tools for collecting, analyzing, and drawing conclusions from data as applied in business. The course focuses on the student as a user and producer of statistics to inform and support decision making in business with emphasis on the use of business-oriented computer statistical instruments.

Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course will learn how to: develop skills in using statistics tools (e.g., SPSS and spreadsheets); determine and apply the correct procedures to use in a given business situation; interpret the meaning of confidence intervals in context; interpret the results of hypothesis tests; and make an informed decision, based on the results of inferential procedures.

Medical Science Academy

Applied Medical English

Applied Medical English is an English course integrated with Career and Technical Education (CTE) standards as related to the Health Science and Medical Technology pathways. Content will include the ELA Common Core Standards integrated in conjunction with health ethics, cultures of society, family, individual, health care, epidemiology, and careers while also focusing on communication as it relates to our global world. Students will be exposed to a rigorous English course while learning the career technical education focus of medical pathways.

Anatomy/Physiology

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. Students will not only gain an understanding of the essentials of how the human body functions, but will also become familiar with laboratory procedures. Through utilizing classroom learning, demonstrations, activities and lab experiences students will gain an understanding of the essential features of Anatomy and Physiology

US History & Public Health 12A/B

This course, which is aligned with the new Public and Community Health career pathway of the Health Sciences and Medical Technology Career Technical Education industry sector, students analyze major historical events, trends and concepts within the context of public and community health. Students make connections between the evolution of medicine and the development of American thought and government, which are made relevant and accessible through an in-depth analysis of events such as the Enlightenment, the Civil War and the Great Depression.

Information Technology

Introduction to Computer Applications & Programming

This course is an introductory course to computers. Topics include foundations in hardware, software, data and an overview of the use of information technology in organizations. Topics include structured Office Suites, hardware, interpersonal skills and team building. Students learn to write programs using the Microsoft Visual Basic programming language. Programs include decision and looping structures, graphics, sound, animation, and Microsoft Access database. Students also learn to create web pages using HTML.

Introduction to Network Engineering

This course is an introductory course to network technology. Topics include foundations in hardware, software, data, and an overview of the use of information technology in organizations. Topics include structured programming techniques, systems development, and database design and networking, with an emphasis on appropriate business ethics, interpersonal skills and team building.

Technology in a Global Economy

This course focuses on the implications of the international context for the design, spread, and use of information technology. The course will provide students with an understanding of the three crucial IT-related characteristics of international context: information infrastructure, the economic and policy environment, and social and cultural structures. Students will develop analytical skills that will enable them to predict the implications of the international context for information technology and will apply these skills in a final project that addresses a problem in the areas such as information systems integration, interface design, or management of information technology projects.

Computer Engineering

Introduction to the computer engineering profession. Emphasizes engineering problem-solving techniques and the ethical and societal responsibility of engineers, including introduction to the use of computers, freehand sketching, and an introduction to engineering design. Focuses on engineering methods, computer-aided design, and mathematical modeling using software applications (e.g., MATLAB, Mathematica). Team work skills, research methods, professional report writing, and public presentation techniques are taught. Engineering analysis, design, and reporting are required during a semester project.

Performing Arts Academy

Theatre AB

The purpose of this course is to provide a balanced theatre arts program that guides students to achieve the standards in the performing arts. Theatre courses will emphasize artistic perception and creative expression. They will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theatre arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and preparation and acting of scenes from plays. Acting projects will provide positive groups experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature; using written critiques; writing dramatic scenes, character analyses, play reports, and introductions; observing with sensitivity; listening critically; and speaking effectively.

Play Production AB

The major emphasis of this course is to provide for the continued growth and development of the students' acting and technical skill through studying and producing a full-length production for public performance. Content maintains writing skills through preparation of character analyses and the performance critiques. Opportunities for original work, improvisations, and advanced acting projects may be included. Play production will emphasize artistic perception and creative expression. It will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines.

Intermediate Acting AB

The purpose of this course is to provide for further growth in a balanced theatre arts program which addresses the standards in the performing arts. Drama courses will emphasize artistic perception and creative expression. They will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students in Intermediate Drama will receive intermediate level training in the skills of the theater arts, including improvisation techniques, body control, voice, diction, pantomime, study of text and subtext, creation of character, projection of ideas and emotions, and preparation and live performance of scenes from plays. Acting projects will provide positive group experiences in

collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through the reading of dramatic literature; the writing of critiques, character analyses, play reports, and introductions; sensitive observation; listening critically; and speaking effectively.

Advanced Acting AB

The purpose of this course is to provide for further growth in a balanced theatre arts program that addresses the State Standards in Theatre, emphasizing artistic perception, creative expression, historical and cultural context, aesthetic valuing and the interconnections of the arts and other disciplines and careers. Students in Advanced Drama will receive advanced level training in the skills of the theater arts, including improvisation techniques, body control, voice, diction, pantomime, study of text and subtext, creation of character, projection of ideas and emotions and the preparation and live performance of dramatic scenes. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others and accepting constructive criticism. Instruction develops language skills and appreciation through the reading of dramatic literature; the writing of original scenes, critiques, character analyses, play reports, and introductions; observing with sensitivity; listening critically and speaking effectively.

Acting for Television and Film AB

The purpose of this course is to provide a balanced theatre arts program that guides students to achieve the standards in the performing arts and emphasizes acting techniques specific to video and film. The course may be taught in conjunction with visual arts courses in video production. Theatre arts courses will emphasize artistic perception and creative expression. They will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theater arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creating of character, and projection of ideas and emotions in film. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline and time management, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading and writing film scripts, critiques, character analyses and introductions; observing with sensitivity; listening critically and speaking effectively.

Engineering

Design & Modeling

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation & Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Energy & the Environment

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight & Space

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electrons

Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them.

Green Architecture

Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's 3D architectural design software.

Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles Of Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Aerospace Engineering

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Biological Engineering

The growing market for jobs in biological engineering is playing a central role in energy and agricultural sustainability solutions. The Bio Engineering course develops students' thinking skills and prepares them for emerging careers through topics such as genetic engineering, biofuels, and bio-manufacturing.

Civil Engineering and Architecture

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Some students have seen these designs come to life through partnerships with local housing organizations.

Computer Integrated Manufacturing

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Digital Electronics

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Capstone Course - Engineering Design and Development (EDD)

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

Physical Education

The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

Advanced Physical Education 1 and 2 provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. Students will participate in activities that incorporate the three overarching standards for high school physical education courses as described in the *Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve*.

High School Physical Education Course One ADV PE 1AB

The Physical Education Model Content Standards for California Public Schools identifies this course as addressing the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; aquatics; dance/rhythms, individual activities, and dual activities.

High School Physical Education Course Two ADV PE 2AB

The Physical Education Model Content Standards for California Public Schools identifies this course as addressing the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; combatives, gymnastics/tumbling, and team activities.

Selection of Instructional Materials and Activities

New Designs attests that each pupil in the school has sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the Principal, in consultation with the staff, meet and identify areas of need and order texts and materials for the following year. The following are examples of textbooks that have been selected for use during the past few years:

Middle School Textbooks*

Subject	Curriculum Name	Source	Reason for Selection
Language Arts	The Language of Literature	McDougal Littell	Cumulative Approach and Integration with the State Standards
Math	6 th Grade Math 7 th Grade Pre-Algebra 8 th Grade Algebra	Agile Minds Inc.	Cumulative Approach and Integration with the State Standards

Social Studies	6 th Ancient Civilizations 7 th Medieval and Early Modern Times 8 th Creating America: US History	Harcourt Brace	Cumulative Approach and Integration with the State Standards
Science	6 th Earth Science 7 th Life Science 8 th Physical Science	Glencoe	Cumulative Approach and Integration with the State Standards

High School Textbooks*

<i>English</i>		
Grade:	Publisher:	Title
9 th	Glencoe	The Reader's Choice # 4
10 th	Glencoe	Literature # 5
11 th	Glencoe	Literature (American)
12 th	Glencoe	Literature British
<i>Mathematics</i>		
Subject	Publisher	Title
Algebra 1	Glencoe	Algebra I
Geometry	Glencoe	Geometry
Algebra 2	Glencoe	Algebra II
Pre-Calculus	Prentice Hall	Advanced Math Concepts
Calculus	Prentice Hall	Advanced Math Concepts

Science

Subject	Publisher	Title
Biology	Prentice Hall	Biology
Chemistry	Glencoe	Matter and Change
Physics	Serway/Vaughn	College Physics

<i>Social Studies</i>		
Subject	Publishers	Title
Ancient Civilization	Glencoe	Journey Across Time
World History	Houghton Mifflin	Across the Centuries
World History	McDougal Littell	World History
American History	McDougal Littell	The Americans
Government	McDougal Littell	Government
Economics	Glencoe	Economics
<i>Spanish</i>		

Level	Publisher	Title
Spanish I	Prentice Hall	PASO A PASO 1
Spanish II	Prentice Hall	PASO A PASO 2
English Language Development (ELD)		
ELD	Hampton	Edge
ELD	Hampton	High Point

* - Supplemental Spanish language support materials will be provided to English Language learners, on an as needed basis, through the provision of District Adopted foreign language textbooks for core subject areas or Supplementary Primary Language Packets, as required.

Professional Development

The development of quality curriculum is one of the single most important components of any effective instructional program

The preparation of teachers and support through continuing professional developments are critical to the successful implementation of our academic program. To enable our students to be engaged in the learning process, all teachers at New Designs be trained in “non-lecture Socratic group discovery” process of instructional delivery. We also train teachers to become facilitators of instruction and not the "sage on the stage." This enables them to involve our students fully in the learning process.

Research from other countries suggests that student achievement can improve when teachers are able to spend time together planning and evaluating instruction (Beaton et. al. 1996). Therefore teachers are provided common planning time to enhance collaboration. At the beginning of every academic year, one-week paid faculty training aimed at developing standards-based curricula guidelines and lesson plans are organized for administrators and teachers. Having an opportunity to meet together for such long periods helps promote the spirit of cooperation among our teachers. Working together, teachers are able to create thematic lesson units. The oversight of such planning includes the review of lesson plans on a weekly basis, by department heads, the Principal, or the Principal’s designee, to ensure that lessons plans align with curriculum goals. Administrators will facilitate the evaluation of the resulting student work in PDs.

In order to provide quality instructional programs in all subject areas New Designs continue to implement professional development programs that ensure:

- Teachers are proficient in common core teaching and learning strategies, as measured by the ability to facilitate CC based instruction to students, as evaluated by administrators, and the student’s mastery of the content.

- Teachers are technologically proficient and able to integrate technology into the learning process
- Teachers possess an in-depth understanding of content standards and continuously strive to increase their knowledge of content
- Teachers receive excellent training about both pedagogy and content to ensure that they are able to use a variety of instructional strategies in conveying the content of the subject area
- Teachers are able to select research-based instructional strategies that are appropriate to the instructional goals and to student needs
- Teachers effectively organize instruction around goals that are tied to standards and direct student learning
- Teachers utilize both classroom assessments and standardized tests results to guide instruction

Our proposed professional development schedule for 2014-15 school year is shown in the table below:

2014-15 Professional Development Schedule

Description of Professional Development	Person Responsible
Development of Common Core Aligned Curriculum Maps	Curriculum and Instructional Consultant
Understanding LCAP State Priorities and New Designs Action Plan	CEO, New Designs Educational Group
Review of School-wide Academic Achievement Benchmarks	Principal
Improving Classroom Management strategies	Dean of Students
Strategies to enhance learning for Special Education students	Special Education Consultant
Using SDAIE Strategies to enhance learning for English Language Learners	ELL Consultant
Classroom Management strategies for urban classroom teachers	Principal
Bridging the Gap between Instruction and Assessment	Principal
Utilizing RTI strategies to boost learning for academically underachieving students.	CEO, New Designs Educational Group
Enhancing Teacher reflection through professional journals and portfolios	Assistant Principal
Review of Staff Evaluation System with <i>iObservation</i>	Instructional Consultant
Developing common core aligned instructional plan	Instructional Consultant
Understanding the Smarter Balanced Assessment	CEO, New Designs Educational

	Group
Creating professional growth plans with <i>iObservation</i>	Principal

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

Intervention Strategies

New Designs continues to implement intervention strategies that seek to reduce student dropout and underachievement. Such intervention strategies includes the adoption of the LAUSD School-wide Discipline Policy aligned with the Discipline Foundation Policy; the LAUSD Matrix for Student Suspension and the Adopted Alternatives to Student Suspensions; and the Pillars of Character Advisory Curriculum throughout instruction. Counseling is an integral part of New Designs' total educational program. It is developmental by design and includes sequential activities organized and implemented by the counselor with the support of teachers, administrators, students, and parents. The counseling program will be an essential component of the total instructional program through which all students have maximum opportunity for their development. In identifying students in need of intervention assistance, New Designs uses the LAUSD risk factor indicators which include:

- Poor peer relationships
- Frequent health problems
- Excessive absences and/or tardiness
- Frequent change of residence
- Low self-esteem
- Inability to tolerate structure
- Grade retention
- Immature/easily influenced

- Disruptive behavior
- Frequent suspensions/Expulsions

Advisory Program

New Designs is committed to narrowing the achievement gap between low-income inner-city students and their relatively affluent suburban counterparts. The most important tool for tracking and monitoring student success at the New Designs is the Individualized Learning Plans (ILP), which is designed based on the “*Student Learning Plans*” developed by the California Department of Education (1997). An ILP is a statement of expectations, achievement, interventions, and supports, including curriculum and instruction, which is developed by a Faculty Advisor in cooperation with a student and his or her parents. The ILP is designed to address the performance standards for each student. We see the ILP as a strategic plan for our students clearly outlining their strengths, weaknesses, opportunities and challenges. The ILP would also contain any behavior modification strategies that would be needed for the student to succeed.

The ILP does not only set achievement benchmarks but outlines the resources necessary to achieve the set goals for all students. It is also used to pinpoint effective practices and identify resources each student needs to be successful at New Designs. Faculty Advisors, counselors, students, teachers, and parents collaborate in making recommendations and suggestions for any needed interventions, and together will share responsibility for the student accomplishments. Advisors review each student’s ILP monthly. By participating in the design of their learning plans, students are able to identify their individual learning styles, and develop potential academic strengths in an atmosphere of positive reinforcement and motivation. Using ILPs, students build proficient study skills and acquire the confidence necessary to achieve educational and professional success.

Working with Special Needs Students

New Designs will continue to serve the following categories of students with special needs:

I. Gifted and Talented Education (GATE) Students

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

Assessment and identification of gifted and talented students is based on intellectual, creative, leadership ability and achievement, talent in the visual and performing arts, or other criteria that the school finds appropriate. Through professional development teachers are expected to utilize

differentiation strategies embedded in their curriculum. This includes content organized by themes, scholarliness, depth and complexity and independent study based on allocation of time. Activities may also be self-selected based on area of study relevant to the core curriculum. Essential instructional elements are inclusive of integrated curriculum, universal themes, tiered assignments, open-ended questioning, student choice, and different models of teaching (direct, inquiry, deductive and inductive).

GATE Plan

The gifted and talented program includes:

- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development activities for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Process for Identifying Students as Gifted and Talented

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

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

Selection of GATE Students Based on High Achievement

To participate in the GATE program students must demonstrate ability in **all four** critical-thinking and problem-solving skills in their primary language. These skills may include the ability to:

- Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity
- Formulate new ideas or solutions and elaborate on the information
- Use alternative methods in approaching new or unfamiliar mathematical problems

- Use extensive vocabulary easily and accurately to express creative ideas

In addition they must meet one of the following criteria:

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

GATE Outcomes

New Designs expects the following outcomes in our GATE program:

Student Outcomes

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

Administrator/Teacher Outcomes

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

Parent Education Outcomes

Parents have access to monthly parent education workshops and meetings where the following topics are to be covered:

- Knowledge and informational updates of the GATE program
- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and

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

Counseling and Guidance Outcomes

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

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

II. Academically Low Achieving Students

New Designs will continue to enhance learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. The initial component of New Designs' plan for low-achieving students will be early identification of student deficiencies in any academic subject, especially Mathematics, Science, and English Language. Through cross data analysis from a variety of sources to include student classroom grades; Renaissance performance results, CST scores / Smarter Balance assessments, and standardized testing; low-achieving students will be identified for targeted intervention. The school has established a Response to Intervention (RTI) program aimed at ensuring that such students are provided support during the regular school day and after school.

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

III. Plan for Socio-economically Disadvantaged Students

Over 85 percent of our student population comes from low socio-economic backgrounds. Over the years New Designs has designed and implemented strategies that enhance the development of parent skills and knowledge to support their children within the traditional school setting. We will continue to offer workshops during the school day and at night to help parents gain the

necessary confidence to support their child’s education. We will continue to emphasize assisting parents to help their children set goals, look at data, provide feedback to the school, communicate with the classroom teacher, and monitor their child’s progress. Additional workshops and training opportunities for the upcoming years will include homework help, computer skills, gang prevention, and parenting. In addition the school will target low socio-economic students for field trips to colleges, museums and libraries.

IV. Students at Risk of Retention

New Designs holds high expectations for all students. Therefore there are no social promotions at the school. Students at risk of failing to meet state adopted standards or who are at risk of retention will receive extra assistance involving some combination of differentiated instruction, required supplemental education classes, before or after school tutoring, summer enrichment and remediation, and at-home remedial work. All Middle School students received academic support through Academic Enrichment, which is a class offered during the school day and throughout the school year. Before- and after-school, as well as Saturday school, are offered throughout the academic year to all students.

Faculty, staff and administrators work together to ensure that no individual student falls behind. By instituting comprehensive support system for all students, including tutoring before and after school, procedures are provided that help guarantee that students do not fall through the cracks.

Promotion and retention of students are based on several assessment measures. In case a student must be retained, the counselor and the Faculty Advisor prepare a written determination to specify the reasons for retention and such reasons are spelled out in the student’s ILP. Such written determination should include recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. This written determination is provided to and discussed with the student, parent(s), and the student’s teachers, at a specially arranged ILP meeting.

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

V. English Learners (EL)

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

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

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

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

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

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

New Designs meets all requirements of Federal and State law relative to equal access to the curriculum for English Learners. We have developed high quality instructional programs and services for English Learners that allow them to progress one proficiency level per year. We want to build on our progress so far by increasing our reclassification rate from 15 percent in 2013 to higher levels in the coming years.

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

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Once an English Learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting is incorporated into the student's ILP. It is anticipated that each academic year, every EL student at New Designs who has been continuously enrolled from the first day of school will advance at least one level (i.e. from beginning to early intermediate or early advanced to advanced).

New Designs offers the core content areas in a sheltered English environment for students who

are not proficient in English. Supplemental culturally sensitive materials, that may include primary language materials and packets, may be provided to students if it is determined that doing so will help the students gain greater proficiency. Sheltered content classes are subject matter content courses designed specifically for EL students. The curriculum content for the sheltered English classes is the same as in the regular classroom. All core content area teachers are familiar with appropriate methods for teaching EL students at various levels of proficiency. New Designs makes every effort to recruit teachers who have a secondary credential as well as a bilingual or EL endorsement (state authorization to teach English learners such as SDAIE, BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching English Learners and sheltered English classes.

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

VI. Reclassification to FEP Status

New Designs complies with legal requirements regarding standardized testing and other required assessments. In addition, New Designs monitors on-going academic success for reclassified students for at least three years from their reclassification date.

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

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

New Designs follows these steps in reclassifying English Language Learner students:

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

otherwise the student will remain as an English learner.

- 2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review will focus on the student's results on the latest Smarter Balanced Assessment score in English Language Arts. If the student attains at least "basic" on the results of the latest Smarter Balanced Assessment we will move on to the next step in the decision process. If this criterion is not met, the student would remain an English Learner.
- 3) The third step in the process is a review of the teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school that include the student's grades in English Language Arts. If the student attains a grade of at least "c" we will move on to the next step in the reclassification process. If not, the student would remain an English Learner.
- 4) The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process.
- 5) Finally, the student would be Reclassified to Fluent English Proficient (RFEP). As part of this process, parents and guardians will be notified, school records would be updated, and the student's progress would be monitored for two years to be certain the student's academic achievement and progress is continuing to improve. If the student fails to improve, we will intervene and not allow him or her to fall behind.

VI. STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension.

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

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

The usual file including District ID.

- Norm day – 2013

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

- CBEDS – 2013 (**Including Charter Schools**)
- All Students enrolled December 1, 2013.

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

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

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

- Monthly SESAC and Suspension data from non-SIS schools (**Including Charter Schools**)
- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

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

Parent Involvement in School Programs

Research shows that parental involvement is the single most important ingredient to student success after socioeconomic status (Mayberry, 1990). Accordingly, New Designs makes every effort to reach out to parents and involve them in a meaningful way. Our goal is to increase the ability of parents to assist their children with career and educational choices.

Partnership with parents enables us to extend the learning environment beyond the classroom to the home. Parents are encouraged to follow up on assignments, attend field trips, and participate in school activities. We believe that developing meaningful partnership with parents is instrumental in ensuring the success of our students. Among other things New Designs continue to:

- Assist in creating a parent, teacher and student association to foster cooperation among teachers, parents and students
- Encourage parent involvement by offering workshops on college preparation, and other topics on parenting that would equip parents to assist their children to be successful in our school and beyond

- Involve parents and recognize those who participate in New Designs programs at our end of semester celebrations
- Promote Adult Support Agreement that encourages parents or other responsible adult to work with the school for some number of hours (between 30 and 40 hours). Attendance at school meetings and participation in other instructional programs counts towards this commitment. Note that volunteer hours are encouraged, but not required as a condition of admission or continued enrollment, and no students shall be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.
- Organize student-run technology learning workshops for parents

Celebration of Learning

We believe that celebration should be part of the learning experience. We continue our culture of learning celebration through which we recognize the accomplishment of our students on a weekly basis. Weekly assemblies are organized whereby selected community leaders, parents, politicians, educators and industry leaders come to address students. These assemblies facilitated by the Associated Student Body (ASB) give our students the opportunity to develop their leadership and communication skills. We also celebrate the hard work of our students who achieve the honor roll in a special ceremony. Our end-of-year ceremony gives all stakeholders the opportunity to celebrate our successes as we reflect upon our past and focus on the future.

Technology Plan

The technology plan at New Designs focuses on the integration of technology, especially the Internet, into the learning and work of the students and teachers. We understand that in order to make a difference, technology must support curriculum goals, be an integral part of effective instructional strategies and meet the individual needs of the students who use them.

At New Designs we see technology “both as a learning tool as well as a tool to be learned”. Therefore, teachers incorporate technology into the learning process at all levels and in all subject areas. To ensure that technology promotes meaningful learning and collaboration, our technology plan has the flexibility to respond to changes in the curricular goals of the school and to move our students toward higher academic achievement.

The plan focuses on using technology:

- To raise academic achievement
 - To improve teaching and learning
 - To increase student motivation
- To prepare our students for future STEM careers
- To provide multiple ways for students to learn
 - As a tool for teachers to track and follow the progress of their students

Using Technology to meet our Curricular Goals:

Research studies show that the routine use of technology can help raise student achievement by engaging and motivating students. All classrooms are equipped with “smart” classroom kit (the

components are: desktop with a DVD RW/R, audio and video system and overhead projector) in all classrooms. Desktop computers, laptops and hand-held devices are made available to staff outside regular hours. The school has adopted *Focus* for SIS purposes to minimize time spent on record keeping. *Focus* supports data-driven decision-making and assist teachers in individualizing instruction to meet the differing needs of students.

i. Technology Implementation Strategies

New Designs sponsors its teachers to conferences and development workshops that support the use of technology in education. Such workshops help upgrade staff skills in the integration of technology into the instructional delivery process. In addition, on-site computer classes are offered to teachers and administrators who need to upgrade their skills in specific software or programs.

Some additional examples of how we will use technology include:

- Train students and teachers about online assessment in preparation for the computer based Smarter Balanced Assessment
- Enhance the use of our school intranet to promote sharing of information and ideas relating to the use of technology in the classroom
- Appoint a committee to review instructional software and recommend changes to the existing curriculum
- Work with teachers of students with special and exceptional needs to create technologically enhanced curriculum, which will best meet the academic and personal needs of those students
- Utilize a variety of existing and emerging information and communication technologies within and beyond our school walls to enhance teaching and learning
- Establish partnerships with businesses within the community to take advantage of their technological and human resources, to provide equipment and training and internships, and to work with the school to develop a plan to make the graduates more suitable for employment

ii. Technology Infrastructure

New Designs will continue to build on its technological capabilities in the coming years. The school is currently exploring one-to-one computer deployment through tablets. This deployment will provide students access to technology at home and in the classroom.

iii. Technology Funding Strategies

Creating a strong instructional technology program requires both new financial resources and the effective and creative use of existing funds. New Designs will continue to coordinate and support grant-writing efforts and will monitor and review all funding sources. We will continue to explore private sources of funds to maintain and update our technology. When necessary, we will hire consultants to provide additional expertise when writing major grants for the federal government or major foundations. For Internet connectivity and networks, substantial support has been received over the years through the

FCC E-rate program. The new school facility wired for internet connectivity in all classrooms and offices to a tune of about \$500,000. The server system that was recently deployed comprises of the following:

- Windows Active Directory (Primary and Backup) Domain Controllers to support user (staff and student) logon authentication
- Cisco Wireless Controller with 12 Cisco Access Points to support 400 concurrent wireless access.
- File and Print Server to support Administrators and teachers document storage
- Cisco ASA Firewall with Security software for intrusion protection and Internet Service Provider gateway.
- DNS/DHCP server to manage and distribute IP addresses to client computers to enable it access the Internet
- Microsoft Exchange server to provide email access to students and staff

Charter School Annual Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing New Designs’ annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Goals	Action to Achieve
<p>Goal 1 [School-wide]</p> <p>To ensure that for every year of the charter, all of New Design Charter School teachers are appropriately assigned and fully credentialed as required by the law and the charter</p>	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, and reference checks • Administrators will review school schedules and check staff assignment • School officials will check CCTC website to verify credentials of teachers • Faculty will have more than twenty days of targeted Professional Development, based on Personalized Educator Plans and the needs of students based on data.

<p>To ensure that for every year of the charter, every New Designs Charter School student will have access to all instructional materials necessary to participate fully in the programs and services described in the charter.</p>	<ul style="list-style-type: none"> • School leaders and faculty will research and obtain the most up-to-date standards aligned materials and participate in a yearly updating process • Annual inventory of instructional materials, and corresponding purchase of materials as necessary
<p>Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction</p> <p>Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP</p>	<ul style="list-style-type: none"> • Annual review of ELD and special education programs to identify and obtain all instructional materials needed.
<p>For each year of the charter, the school will provide well-maintained school facilities in good repair.</p> <p>To limit the number of facility related accidents</p>	<ul style="list-style-type: none"> • Train all staff about maintenance of school facility • Prepare safe school plan • Conduct monthly walk-throughs • Hire and train facility manager and custodians • Annual review/inventory of physical plan conditions and need for repair • Continuous update of maintenance and repair priority execution plan • Ongoing maintenance and repair log, with monthly review by school administrators
<p>Goal 1 [Black or African American] The same as school-wide goal</p>	<p>The same as school-wide actions to achieve goals</p>
<p>Goal 1 [Hispanic or Latino] The same as school-wide goal</p>	<p>The same as school-wide actions to achieve goal</p>
<p>Goal 1 [English Learners] The same as school-wide goal</p>	<p>The same as school-wide actions to achieve goal</p>
<p>Goal 1 [Students with Disabilities] To provide and maintain adequate facilities, supplies, and services</p>	<ul style="list-style-type: none"> • Will continue to maintain school facilities that encourage full participation for students with disabilities, such as wide ramps at entrances and accessible toilets and sanitation facilities. • Always ensure that students have access to necessary supplies and services to help with learning such as prosthetics, hearing aids and sign language interpreters. • Continue to enhance awareness of disability among teachers and school administrators in order to fight discrimination.
<p>Goal 1 [Socio-economically Disadvantage Students] Goal is the same as the school-wide goal</p>	<p>The same actions as school-wide</p>

Goals	Action to Achieve
<p>Goal [School-wide]</p> <p>All New Designs Charter School curriculum will be aligned to CCSS</p>	<ul style="list-style-type: none"> • Establish a Common Core Implementation Committee comprising of parents, teachers, staff and students • Create an action plan for common core implementation with clear timelines • Provide training regarding common core teaching and learning strategies to all stakeholder • Create a school wide PD Plan that devotes 40 percent of the PD time to Common Core implementation • Train the English Language Advisory Committee regarding Common Core curriculum and implementation • Implement formal training of teachers in common core curriculum implementation using internal and external resources. • Provide Professional Development focused on common core content implementation process review
<p>All students will receive instruction in the academic and performance standards adopted by the state board, and ELs and other struggling subgroups will receive additional support and scaffolding to access the content areas and gain English proficiency</p>	<ul style="list-style-type: none"> • Determine ELs through various instruments (Home Language Survey, CELDT). • Create and implement learning plans that differentiate the learning process for ELs • Train teachers to use ELs specific intervention strategies like ELD and SDAIE. • Create/acquire assessment tools to measure academic content knowledge gains of ELs • Implement periodic benchmarks to measure EL progress in content knowledge gains over the academic year • Use benchmark results to adjust and inform instruction or re-instruction

<p>Provide Teacher Training about Common Core Curriculum</p> <p>Provide for academic content knowledge gains for English Language Learners</p>	<ul style="list-style-type: none"> • Establish Common Core Institute for teachers • Identify outside training opportunities for teachers; Sponsor teachers and administrators for such outside training • Implement periodic benchmarks to measure EL progress in content knowledge gains over the academic year • Use benchmark results to adjust and inform instruction or re-instruction
Goal 1 [Black or African American]	The same as school-wide
Goal 1 [Hispanic or Latino]	The same as school-wide
Goal 1 [English Learners]	The same as school-wide
<p>Goal 1 [Students with Disabilities]</p> <p>Provide accommodations and flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged</p> <p>Reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are limited English proficient.</p>	<ul style="list-style-type: none"> • Provide multiple means of representation by providing options for perception, language, mathematical expression and symbols. Provide options for action and expression • Provide multiple means for action and expression by providing options for physical action, and also provide options for expression and communication • Provide multiple means for engagement by providing options by recruiting interests and for sustaining effort and persistence
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide
Goals	Action to Achieve
<p>Goal [School-wide]</p> <p>Encourage parents to view themselves as a key component of the education system and student's success.</p>	<ul style="list-style-type: none"> • Establish parent advisory committees to provide advice to the school on LCAP • Institute English Learner Advisory Committee and empower them to provide advice to the school administration • Create a parent Monthly Newsletter and a weekly bulletin • Create a user friendly school website to provide update to parents regarding school activities and event • Establish student led parent student conference where parents come to hear their children explain their successes and challenges during a particular grading period. • Establish parent workshops that offer various workshops including computer training, understanding the A-G requirements, how to support your students for success on standardized tests (AP, SAT, CAHSEE)

To improve on parents' satisfaction with the school's program.	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parent involvement • Regular, designated time for parents to give feedback to school leadership • The parent coordinator will track parent attendance at school events and parent meetings. • Provide annual parent satisfaction surveys related to school performance.
Goal 1 [Black or African American]	The same actions as school-wide
Goal 1 [Hispanic or Latino]	The same actions as school-wide
Goal 1 [English Learners]	The same actions as school-wide
Goal 1 [Students with Disabilities]	The same actions as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same actions as school-wide

Goals	Action to Achieve
Goal [School-wide] Improve Results on Statewide assessments (Smarter Balanced Assessments, or any subsequent assessment as certified by SBE)	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Regular benchmark assessments (minimum 4x per year). Aligned to standards. • Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction) to meet graduation requirements (UC AG • Curriculum and personalized lesson plans designed to support ELs and struggling students. • Extensive professional development, (5+days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. • Data Driven Decision Making by administrators • Train teachers to utilize the process of data driven decision making to support all subgroups in meeting their API targets.

<p>Meet the Academic Performance Index (API) goals of the state of California.</p> <p>Students show growth on benchmark assessments. All students show growth on Formal/informal assessments.</p> <p>To ensure that 100 percent of pupils graduating in high school successfully complete courses that satisfy UC/CSU entrance requirements, or career technical education</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Regular benchmark assessments (minimum 4x per year). Aligned to standards. • Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction) to meet graduation requirements (UC AG • Curriculum and personalized lesson plans designed to support ELs and struggling students. • Extensive professional development, (5+days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. • Data Driven Decision Making by administrators • Train teachers to utilize the process of data driven decision making to support all subgroups in meeting their API targets. <p>Align graduation requirements with UC/CSU entrance requirements.</p> <ul style="list-style-type: none"> • The New Designs' graduation requirements meets and/or exceeds the UC/CSU entrance requirements (A-G requirement) • Graduating students complete three years of Lab Science, four years of Math, Four years of English, three years of Social Studies, Drama/Art, and three years of foreign language • Develop and offer four years of CTE and make it part of the graduation requirement. • Parent and Students Education Educate Parents and students about the importance of meeting the UC/CSU entrance requirements. Develop and seek approval for all courses taught from University of California.
<p>To maintain a high percentage of ELs who make progress toward English language proficiency as measured by the CELDT.</p> <p>Accelerate EL reclassification rate</p>	<ul style="list-style-type: none"> • Establish English language proficiency (ELP) standards aligned to state academic content standards yet suitable for EL students • Assess the English-language proficiency of each EL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards yearly; • Define annual measurable achievement objectives (AMAOs) to measure and report on progress towards attainment of English proficiency and academic achievement standards; and • Use the primary language to develop literacy and teach grade-level concept skills. • Teach English, using a balanced- language acquisition theory and explicit instruction to develop proficiency in both every day and academic English. • Use sheltered English (SDAIE) to teach grade-level concepts and skills as students gain more competence in English, while continuing to develop listening, speaking, reading, and writing, as well as grade-level content in the primary language.

<p>To expand and improve AP access and performance by ensuring that a high percentage of students pass AP exams with scores of 3 or higher</p>	<ul style="list-style-type: none"> • Offer a rigorous curriculum • Expand access to gifted programs • Analyze student results on precursors to college entrance exams—like PSAT and EXPLORE—to identify potential AP students and actively recruit them to enroll in AP courses • Provide extra academic and social support to students • Increase the number of AP course offerings • Offer additional teacher training and professional development • Instill confidence in students about their college-going potential • Educate parents about the benefits of AP <ul style="list-style-type: none"> • To assist students to learn about their readiness for college-level English and mathematics before their senior year of high school. • Reassure students that they are eligible to attend community college and that taking the EAP test has no bearing on their eligibility to attend community college
<p>To expand the percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>	<ul style="list-style-type: none"> • To assist students to learn about their readiness for college-level English and mathematics before their senior year of high school. • Reassure students that they are eligible to attend community college and that taking the EAP test has no bearing on their eligibility to attend community college. • Inform students of their readiness for college-level coursework in English or mathematics, or both. • Recommend the next appropriate steps as they pertain to achieving success at a community college • Implement and teach strategies that have been proven to help students cope and do well in academic work. These are listed below: • Time-using strategies. Working quickly and efficiently, solving the problems and answering items you know, and saving more difficult items for last. • Error avoidance strategies. Paying careful attention to directions, careful marking of answers, and checking answers. • Guessing strategies. Making effective use of guessing when it is likely to benefit the test-taker. • Deductive reasoning strategies. Applying a variety of strategies, including eliminating options known to be incorrect, or using content information from the stem (question) or other test information. • Intent considerations. Understanding the purpose of the test. • Cue using strategies. Using content clues to determine answers. • Review test-taking strategies every year. • Improve Common Core standards based instruction. This will ensure that that there is an alignment between curriculum, instruction and assessment.
<p>Goal 1 [Black or African American]</p>	<p>The same action as school-wide</p>

Goal 1 [Hispanic or Latino]	The same action as school-wide
Goal 1 [English Learners]	The same action as school-wide
Goal 1 [Students with Disabilities]	The same action as school-wide and using universal learning designs as explained above
Goal 1 Socio-economically Disadvantage Students	The same action as school-wide

Goals	Action to Achieve
<p>Goal [School-wide]</p> <p>Improve School attendance rates by attaining an average daily rate of 97.5 percent</p> <p>Reduce Chronic absenteeism rates to less than 3 percent</p>	<p>Create a climate that encourages students to become connected to their schools.</p> <ol style="list-style-type: none"> 1. Engaging students in the learning process and encouraging them to understand the attributes that enhance their employability in a fast changing world. 2. Provide engaged curriculum and instruction by offering a challenging, creative curriculum and a climate that allows students to play a role in decision-making that is developmentally appropriate. 3. Provide a safe school environment where students do not fear being bullied and intimidated.
<p>Reduce Middle school dropout rates (EC §52052.1(a)(3)) to less than 5 percent</p> <p>Improve High school graduation rate to 95 percent</p>	<p><i>Establish firm and consistent sanctions for truancy.</i></p> <ul style="list-style-type: none"> • Making students and parents aware of the school's attendance policies and the sanctions for not following them: • Sending letters home on the first day of school, informing parents about the seriousness of the school's attendance policy. • School will reinforce this message by printing information about its attendance policy on school lunch flyers, make announcements at open house events, and discuss the policy at parent-teacher conferences. • School will also post attendance milestones on its community bulletin boards that list the percentage of students who attend each day or week. <p><i>Establish a community norm for school attendance.</i></p> <ul style="list-style-type: none"> • Encourage community partners to reinforce a school's attendance and truancy policy. • Encourage partners to join in the education of the legal consequences of truancy <p>Develop alternative methods of earning academic credit, such as independent study.</p> <p>In cases where economic situations force students to take a job, independent study programs that provide a flexible schedule help reduce chronic absenteeism.</p> <p>Help parents communicate positively about school.</p> <ul style="list-style-type: none"> • Use the Family Development Forum to help win parents' loyalty and to provide tools to help families navigate through the adolescent years of

	<p>students.</p> <ul style="list-style-type: none"> • Involve students in planning, problem solving, identifying issues, and assessing curriculum in the classroom. • Promote cooperation over competition. Post everyone's best work. Offer opportunities for the class to work together to help everyone achieve their level of excellence. • Build a strong relationship with each student. • Convey attentiveness to students and excitement about learning through nonverbal gestures. • Involve all students in chores and responsibilities around the classroom. • Integrate the school's concepts to enhance discipline and respect, including the adoption of the LAUSD School-wide Discipline Policy aligned with the Discipline Foundation Policy; the LAUSD Matrix for Student Suspension and the Adopted Alternatives to Student Suspensions; and the Pillars of Character Advisory Curriculum throughout instruction. • Involve students in developing the criteria by which their work will be assessed, and provide guidelines so that they clearly understand what is expected of them. <p><i>Academic Engagement</i> Students will be motivated to learn and do well in school. <i>Make students have a sense of belonging to the school community:</i> being proud of their school, feeling respected, being able to talk to teachers, and feeling like school staff are interested in them. <i>Discipline/fairness.</i> School will ensure that rules of the school are enforced fairly.</p>
Goal 1 [Black or African American]	The same action as school-wide
Goal 1 [Hispanic or Latino]	The same action as school-wide
Goal 1 [English Learners]	The same action as school-wide
Goal 1 [Students with Disabilities]	The same action as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same action as school-wide

State Priority 6

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

Goals	
	Action to Achieve

<p>Goal [School-wide]</p> <p>Students will be thoughtful, show respect for individual differences, and engaged citizens of a 21st century world</p> <p>Reduce Pupil suspension rates to less than 3 percent</p> <p>Maintain the school's expulsion rate which currently stands at 0%</p> <p>Improve School Connectedness</p> <p>Improve the sense of safety and security throughout the school campus</p>	<ul style="list-style-type: none"> • Conduct surveys of pupils, parents, and teachers • Review data regularly to see if there is a discipline gap. • Select and define expectations and routines • Teach behavior and routines regularly and directly • Acknowledge appropriate behavior • Talk privately to students when problems occur • Use a calm tone of voice <p>Strategies to Reduces Expulsion Rates</p> <p>Adopting graduated discipline by ensuring that consequences are matched with the seriousness of the offense. Serious incidents that truly threaten the safety of other students and staff receive more severe consequences, while less serious behavior are met with graduated responses.</p> <p>Use office referrals suspension data to identify students with problematic behaviors who would benefit from a step-wise intervention plan involving school, home, and community resources.</p> <p>Teaching students alternative to violence and disruption through strategies such as conflict resolution, school wide bullying prevention, drug and alcohol abuse programs, gang prevention strategies, and improved staff training in classroom behavior management.</p> <p>School Connectedness</p> <p>Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment.</p> <p>Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.</p> <p>Provide students with the academic, emotional, and social skills they need to engage in school.</p> <p>Promote the use of effective classroom management and teaching methods to foster a positive learning environment.</p> <p>Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of their students.</p> <p>Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.</p> <p>Improve Sense of Safety</p> <ul style="list-style-type: none"> • Creating welcoming environment by welcoming students into school with enthusiastic and positive attitude towards them: ensuring that the
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	<p>environment conveys a sense of adventure, curiosity, fun and excitement.</p> <ul style="list-style-type: none"> • Ensure safe environment for students; by responding to sickness and act of aggression immediately. • Keeping strangers away from the school campus • Identifying troubled children and providing support for them.
Goal 1 [Black or African American] To reduce substantially	The same action as school-wide
Goal 1 [Hispanic or Latino]	The same action as school-wide
Goal 1 [English Learners]	The same action as school-wide
Goal 1 [Students with Disabilities]	The same action as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same action as school wide

Goals	Action to Achieve
<p>Goal [School-wide]</p> <p>All students will have access to, and will be enrolled in a broad course of study including programs and services developed and provided to unduplicated students, as well as graduation requirements that exceed UC A-G</p> <p>All New Designs Charter School students will receive a well-rounded education and instruction that integrate content areas.</p> <p>Students with exceptional needs and all ELs, high and low achieving students, will receive modifications and differentiated curriculum to meet their needs.</p>	<ul style="list-style-type: none"> • All students will be provided with rigorous graduation requirements that exceed A-G, and challenging curriculum that will prepare them for college and employment. • Provide all students with extensive support systems (advisory, tutoring, office hours, remedial courses, summer school, etc.) • The school will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education. • The New Designs Charter school leadership team will ensure that all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular classroom observations and walk-throughs. • The New Designs Charter School will ensure that progress is monitored through the use of data and assessment management system to track performance of numerically significant subgroups • Design education programs that assist students improve their academic performance in reading and/or math. • Establish benchmarks to track struggling students for remediation <p>Select appropriate standardized instrument to measure each student's academic performance in reading or math.</p>

All programs for students under this category will be maintained and strengthened.	
Goal 1 [Black or African American]	The same actions as school-wide
Goal 1 [Hispanic or Latino]	The same actions as school-wide
Goal 1 [English Learners]	The same actions as school-wide
Goal 1 [Students with Disabilities]	<ul style="list-style-type: none"> • Students with exceptional needs and all high and low achieving students will receive modifications and differentiated curriculum to meet their needs. • Provide multiple means of representation, provide multiple means of expression, and provide multiple means of engagement.
Goal 1 [Socio-economically Disadvantage Students]	The same actions as school-wide

Goals	Action to Achieve
<p>Goal [School-wide]</p> <p>In the core courses of English Language Arts, Math, Science, History and Social Studies students will meet or exceed Annual Measureable Objectives as determined by the CDE. In the core subjects, students will progress by 5 percentage points each year on Standardized Tests.</p> <p>Students will score proficiently on internal formative assessments for all subjects</p>	<ol style="list-style-type: none"> 1. Standards based and aligned curriculum maps 2. Regular benchmark assessments aligned to standards 3. Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction) 4. Rigorous graduation requirements – exceeding UC A-G requirements 5. Curriculum maps designed to support ELs and struggling students 6. Curriculum maps aligned with EAP assessments 7. Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups 8. Formative assessments will be administered on a weekly basis using a digital web based assessment system. 9. Students will utilize feedback to make self-evaluations and refine their learning goals. 10. Teachers will utilize feedback to modify instructional pacing and goals for increasing complexity of content. 11. The New Designs Charter School will ensure the implementation of the academic program as described in element 12. The school will ensure that multiple measures are used to measure student knowledge and achievement.
Goal 1 [Black or African American]	The same actions as school-wide

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES AND ELEMENT THREE: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

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

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

New Designs provides a rigorous curriculum that is aligned to content standards and curriculum frameworks for Reading and Language Arts, Mathematics, Science, History and Social Science as adopted by the State Board of Education pursuant to Education Code Section 60605 [Education Code 47605(c)(1)]. New Designs Charter School follows all the provisions of the No Child Left Behind (NCLB) Act as they relate to content standards and curriculum. The School has high expectations for our learners and our staff. We use both internal and external standards to establish high learning expectations for individual students and the entire school community. Student outcomes measures the skills and the processes mastered and the concepts learned from the content of the school’s curriculum that is aligned to the California Common Core State Standards, Next Generation Science Standards, as well as any other approved state and national standards.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Curriculum and Instruction

New Designs Charter School curriculum in core content areas—Mathematics, Science, Language Arts, History and Social Studies—is built around state and national standards for aforementioned subjects. As previously mentioned, the school is currently transitioning to the California Common Core State Standards and the Next Generation Standards.. Our Career Pathways curriculum is based on *California Career Technical Education Model Curriculum Standards*, *CCCSS English Language Arts Content Literacy Standards*, as well as curriculum developed by *Project Lead the Way*. Resources developed by teachers and staff and other consultants supplement the curriculum. The Advisory program structure allows students to monitor their personal learning plans. Students analyze their strengths and challenges as learners, participate in student-led parent conferences, and compile artifacts for a digital portfolio. Counselors meet students to discuss their progress towards graduation through transcript review.

Students at New Designs are provided a variety of curricular and student-support services that enable them to meet high academic standards, graduate on time, and enter postsecondary institutions equipped to broaden their interests and further their career goals. Our curriculum is anchored by our career pathways as described in Element One providing opportunities for students to engage in authentic learning activities that connects theory with practice.

Learning Outcomes

Given our commitment to a rich learning environment, we find that combining: (1) Standards-based curriculum and resources, (2) student-centered instructional techniques, (3) supplementary teaching and learning resources that are print, Internet and community-based, enable us to provide all students with the depth and breadth of instructional materials and venues that learning requires. This approach provides teachers and students with rich text and print materials as well as opportunities to apply the content in learning investigations, explorations and projects inside and outside the classroom.

Individual Student Outcomes

All students complete the “a-g” requirements of the University of California system. The overall goal of New Designs assessment procedures is to monitor the progress of individual students toward attaining the academic excellence, character development, and life-long learning skills necessary to continue their education at a four-year university. All students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness. New Designs students participate in all mandated standardized assessments. In addition, all freshmen I

take the State College Board's 9th Grade Algebra One Assessment to determine their readiness to take advanced Math classes.

Students demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" is defined as grade of C or better on end of semester subject area examinations. Academic mastery is also defined based on student attaining a proficient or advanced score on the California Standardized Test. Portfolios and exhibitions are assessed according to school wide rubrics, with input from teachers across all content areas. "Mastery" for special needs and LEP students is defined appropriately according to their Individualized Education Plans and English language proficiency levels. Students in Special Education work towards meeting the goals established in their IEPs. English Language Learners are required to meet the California English Language Development standards in addition, to the student outcomes stated in the following pages. Students of New Designs are trained to demonstrate the following skills upon graduation:

1) Core Academic Skills

All students complete the appropriate age or grade-level mastery in the following areas:

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

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

iii. English Language Arts: As required by CCCSS our instruction in English Language Arts includes reading, writing, speaking, and listening. As recommended by the CCCSS, literacy is an interdisciplinary reality with the English Language Arts teachers taking the lead. The grades 6–12 CCCSS standards are divided into two sections, one for ELA and the other for History/Social Studies, Science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well. In English Language Arts, California Common Core State Standards are organized into the following four groups: (1) reading, (2) writing, (3) speaking and listening, and (4) language.

iv. Engineering: Engineering will begin to be part of the Middle School curriculum with electives in Engineering offered at the high school level.

v. Foreign Language: Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the past and present culture of the second language.

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

- Critical thinking skills (e.g., problem-solving, analyzing, and applying knowledge).
- The ability to effectively use technology.
- Creative expression through various forms of the arts (e.g., music, visual/studio arts, drama, dance).
- Knowledge of pertinent issues of health and the development of physical fitness.
- Global citizenship: understand global issues and developing sensitivity to other cultures.

2. Life-Long Learning Skills

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives including:

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

3. Social/Interpersonal Skills

Students will demonstrate:

- Strong citizenship skills by planning and implementing a community service project
- Ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training.
- Ability to collaborate and work effectively with others in cooperative groups.
- A mastery of specific leadership skills designated by the school community. (e.g., presentation skills, meeting facilitation, action plans, conflict resolution, diversity sensitivity, personal leadership qualities)

4. Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- Personal financial management skills (e.g., budget development, balancing check books)
- Job readiness and career development skills (e.g., developing resumes, job internship skills)
- Higher education continuance skills (e.g., college trips, college applications, financial aid forms)

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

School Wide Outcomes

New Designs students will be assessed in each of the core academic skill areas by a combination of ongoing "authentic" assessments, such as portfolios and public exhibitions, and standardized tests, including the Smarter Balanced Assessment and California High School Exit Exam (CAHSEE), CELDT and any other state mandated tests. All students will design and implement at least one community service project every year, documenting their work in a portfolio and presenting it for evaluation by the public in a community exhibition. In addition to the above, at least 50% of New Designs students will show one grade or skill level's worth of progress each academic year, as evidenced by scores on the Smarter Balanced Assessment, CELDT and any other State mandated assessments. Accommodations for assessment of students with disabilities will be implemented according to the student's IEP.

Means of Measuring Student Outcomes

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

Frequency of Measuring Student Outcomes

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

Achievement Projection:

New Designs will rank 4 or better on either the statewide or Similar School Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

Smarter Balanced Assessment Targets

- **Based on New Designs Charter School's performance on the California Standardized Test for the past four years we project the following: Smarter Balanced Assessment Proficiency score of 45% 2015 in ELA.**

- Smarter Balanced Assessment Proficiency 45% in Math.
- All AMO targets based on their subgroup data.

English Language Arts 2013 Scores of Neighborhood Schools

CST ELA Scores (% Proficient or Advanced)	New Designs	Markham	Animo- Watts	Animo Prep	Gompers	Jordan Sr High	Animo Locke #2	Animo Locke Tech
School wide	23%	24%	26%	17%	23%	16%	19%	18%

Based on previous performance, New Designs Charter School projects in the year prior to charter renewal or two of the last three years prior to charter renewal, at least 70% of students will achieve at the Proficient or Advanced level in ELA, and at least a 5% growth in achievement each year.

Math 2013 Scores of Neighborhood Schools

CST Math Scores (% Proficient or Advanced)	New Designs	Markham	Animo- Watts	Animo Prep	Gompers	Jordan Snr High	Animo Locke #2	Animo Locke Tech
School wide	16%	25%	11%	16%	25%	10%	5%	7%

New Designs Charter School projects in the year prior to charter renewal or two of the last three years prior to charter renewal, at least 70% of students will achieve at the Proficient or Advanced level in Math, and at least a 5% growth in achievement each year.

New Designs Charter School’s academic performance on the Smart Balanced Assessment and CELDT will be equal to or better than the academic performance of LAUSD schools that New Designs students would otherwise attend in the year prior to charter renewal or in two of the last three years prior to such renewal.

Summary of Measurable Curricular Outcomes

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

Curricular Focus	Measurable Outcomes	Goals
English Language Arts	Demonstrate literacy in reading, writing, speaking and listening by: <ul style="list-style-type: none"> • Delivering focused, coherent presentations using academic and social vocabulary; • Initiating the reading of grade level appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information); <ul style="list-style-type: none"> ▪ Write with fluency in all genres, citing supporting evidence, and demonstrating a 	* The percentage of Students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5 % every year. The school will meet or exceed the NCLB Act requirements

	<p>command of standard American English that convey ideas clearly and relate to the background and interests of the audience.</p> <ul style="list-style-type: none"> ▪ Evidencing the ability to evaluate the content of their oral presentations ▪ Learning to use words that have multiple definitions. 	
ELD	Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at New Designs Charter School. Re-designate from EL status to English proficient status within 3 consecutive years of enrollment at New Designs Charter School	Percentage of students redesignated will increase by 5% each year.
Mathematics	Demonstrate fluency in mathematical concepts, mathematical reasoning, algebraic functions, and computational skills as well as communicate and apply these skills in various settings The Standards for Mathematical Practice describes behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.	The percentage of students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5 % every year. The school will meet or exceed NCLB requirements for AYP
Science	<p>At the middle school level the Charter School will implement Next Generation Science Standards which focuses on four critical areas namely:</p> <ul style="list-style-type: none"> • Structure and Properties of Matter • Chemical Reactions • Energy • Waves and Electromagnetic Radiation <p>Students in the middle school will continue to develop their understanding of these four core areas of the physical sciences. Building on the K-5 concepts and ideas middle school students are equipped to explain physical science concepts as wells as life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. High School will focus on Biology, Chemistry, and Physics.</p>	The percentage of Students achieving at the proficient and advanced State Assessment level on twill increase by 5 % every year. The school will meet or exceed NCLB requirements for AYP.
History/Social Science	Demonstrate proficiency of the content standards in History, Geography, Economics, Government as well as intellectual reasoning, reflection, and research skills.	The percentage of students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5 % every year. The school will meet or exceed NCLB requirements for AYP.

Visual and Performing Arts	Connect the arts with all other content areas. Demonstrate proficiency in creative expression. Research, write, and communicate about the arts. Reflect on the arts in thoughtful essay or journal and write on one's observations, feelings, and ideas about the arts.	All continuously enrolled students will participate fully in the Visual and Performing Arts program and 90% will attend a grade "C" or better.
Physical Education	Become physically educated, physically fit, and able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills.	90 % of students continuously enrolled will participate successfully in the Fitness gram test.
Other CTE Courses	Students will demonstrate proficiency in the California Career and Technical Education Content Standards, Project Lead the Way Engineering Curriculum and the Common Core English Language Arts Content Literacy for Career and Technical Education.	90 % of students will pass CTE classes offered with a grade of not less than a "C".

Additional Specific Measurable Student Outcomes

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

Parent Involvement:

- All parents will be encouraged to volunteer 30 hours of service to the school annually.
- All parents will be encouraged to attend parent conferences.
- Parents who check grades using FOCUS will be crediting with service hours to the school

Fiscal:

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

Professional Development:

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

Student Expectations:

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

Teacher Expectations:

- All teaching staff will implement California Common Core State Standards. 95% of the staff will maintain a professional attitude and behavior. Appropriate actions will be taken

with any staff member that is not maintaining professional attitude and behavior, up to and including dismissal.

- 100% of the teaching staff will possess all required certification.
- 100% of the staff will continue to grow professionally.
- 100% possess a passion for the profession.
- 95% attendance rate.

Comparison with Neighborhood School

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

Charter School Outcomes That Align With The State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing New Designs’ outcomes that align with the state priorities and New Designs’ goals and actions to achieve the state priorities, as identified in Element One of the charter.

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

State Priority #1.				
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))				
Goals	Measurable Outcomes and Methods of Measurement			
	2014-2015	2015-2016	2016-2017	Action to Achieve
<p>Goal 1 [School-wide]</p> <p>To ensure that for every year of the charter, all of New Design Charter School teachers are appropriately assigned and fully credentialed as required by the law and the charter</p>	<p>Expect proficiency rate of 50% and above in both English and math, in the Smarter Balanced Assessment and the remaining state CST tests, as well as the school benchmark tests.</p> <p>New Designs Charter personnel files will demonstrate that 100% of the teachers meet state requirements for credentialing and licenses/authorizations</p>	<p>Expect 55% proficiency rate in both English and math in the Smarter balanced Assessment</p> <p>The same as 2014-2015</p>	<p>Expect 60% proficiency rate in the Smarter Balanced Assessment</p> <p>The same as 2014-2015</p>	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, and reference checks • Administrators will review school schedules and check staff assignment • School officials will check CCTC website to verify credentials of teachers • Faculty will have more than twenty days of targeted Professional Development, based on Personalized Educator Plans and the needs of students based on data.

<p>To ensure that for every year of the charter, every New Designs Charter School student will have access to all instructional materials necessary to participate fully in the programs and services described in the charter.</p>	<p>Faculty does yearly assessment of materials prior to the end of the school year</p>	<p>The same as 2014-15</p>	<p>The same as 2014-15</p>	<ul style="list-style-type: none"> • School leaders and faculty will research and obtain the most up-to-date standards aligned materials and participate in a yearly updating process • Annual inventory of instructional materials, and corresponding purchase of materials as necessary
<p>Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction</p> <p>Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP</p>	<p>Teachers unit/lesson plans will demonstrate standards-alignment and modifications/adaptations for ELs, exceptional students, high and low-achieving</p>	<p>The same as the year before</p>	<p>The same as the year before</p>	<ul style="list-style-type: none"> • Annual review of ELD and special education programs to identify and obtain all instructional materials needed.
<p>For each year of the charter, the school will provide well-maintained school facilities in good repair.</p> <p>To limit the number of facility related accidents</p>	<p>Perceptual survey on school safety and cleanliness among school stakeholders demonstrates more than 90% satisfaction</p> <p>New Designs Charter School will keep a well-maintained school environment as evidenced by 100% clear maintenance and repair records, and as a visual inspection of school environment</p>	<p>The same as prior year</p> <p>The same as prior year</p>	<p>The same as prior year</p> <p>The same as prior year</p>	<ul style="list-style-type: none"> • Train all staff about maintenance of school facility • Prepare safe school plan • Conduct monthly walk-throughs • Hire and train facility manager and custodians • Annual review/inventory of physical plan conditions and need for repair • Continuous update of maintenance and repair priority execution plan • Ongoing maintenance and repair log, with monthly review by school administrators

Goal 1 [Black or African American] The same as school-wide goal	The same as school wide	The same as school-wide	The same as school-wide expectation	The same as school-wide actions to achieve goals
Goal 1 [Hispanic or Latino] The same as school-wide goal	The same as school-wide	The same as school-wide	The same as school-wide	The same as school-wide actions to achieve goal
Goal 1 [English Learners] The same as school-wide goal	The same as school-wide	The same as school-wide	The same as school-wide	The same as school-wide actions to achieve goal
Goal 1 [Students with Disabilities] To provide and maintain adequate facilities, supplies, and services	Expect improved scores of students with disabilities in the Smarter Balanced Assessment Tests by 5%.	Expect improved scores of students with disabilities in the Smarter Balanced Assessment Tests by 5%.	Expect improved scores of students with disabilities in Smarter Balanced Assessment by 5%.	<ul style="list-style-type: none"> • Will continue to maintain school facilities that encourage full participation for students with disabilities, such as wide ramps at entrances and accessible toilets and sanitation facilities. • Always ensure that students have access to necessary supplies and services to help with learning such as prosthetics, hearing aids and sign language interpreters. • Continue to enhance awareness of disability among teachers and school administrators in order to fight discrimination.
Goal 1 [Socio-economically Disadvantage Students] Goal is the same as the school-wide goal	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide

State Priority #2				
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency				
Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve

<p>Goal [School-wide]</p> <p>All New Designs Charter School curriculum will be aligned to CCSS</p>	<p>Students will receive instruction in CCSS, as evidenced by: unit/lesson plans developed by teachers, documentation of classroom walk-throughs, agendas for staff development showing CCSS-related PDs.</p>	<p>The same as prior year</p>	<p>The same as prior year</p>	<ul style="list-style-type: none"> • Establish a Common Core Implementation Committee comprising of parents, teachers, staff and students • Create an action plan for common core implementation with clear timelines • Provide training regarding common core teaching and learning strategies to all stakeholder • Create a school wide PD Plan that devotes 40 percent of the PD time to Common Core implementation • Train the English Language Advisory Committee regarding Common Core curriculum and implementation • Implement formal training of teachers in common core curriculum implementation using internal and external resources. • Provide Professional Development focused on common core content implementation process review
<p>All students will receive instruction in the academic and performance standards adopted by the state board, and ELs and other struggling subgroups will receive additional support and scaffolding to access the content areas and gain English proficiency</p>	<p>ELs will make measurable progress in language proficiency and have access to the content areas, as evidenced by: CELDT scores or other applicable state-measure relating to English Language Proficiency; Reclassification rates of ELs; Teacher – created formal and informal observations, anecdotal</p>	<p>ELs will make measurable progress in language proficiency and have access to the content areas, as evidenced by: CELDT scores or other applicable state-measure relating to English Language Proficiency; Reclassification rates of ELs; Teacher – created formal and informal observations, anecdotal records’ performance, formative</p>	<p>ELs will make measurable progress in language proficiency and have access to the content areas, as evidenced by: CELDT scores or other applicable state-measure relating to English Language Proficiency; Reclassification rates of ELs; Teacher – created formal and informal observations, anecdotal records’ performance, formative and summative assessments.</p>	<ul style="list-style-type: none"> • Determine ELs through various instruments (Home Language Survey, CELDT). • Create and implement learning plans that differentiate the learning process for ELs • Train teachers to use ELs specific intervention strategies like ELD and SDAIE. • Create/acquire assessment tools to measure academic content knowledge gains of ELs • Implement periodic benchmarks to measure EL progress in content knowledge gains over the academic year • Use benchmark results to adjust and inform instruction or re-instruction

	records' performance , formative and summative assessments. Reclassification rate of 15%	and summative assessments. Reclassification rate of 20%	Reclassification rate of 25%	
Provide Teacher Training about Common Core Curriculum Provide for academic content knowledge gains for English Language Learners	Student will score 50% proficiency in both English and math in the Smarter Balanced Assessments	Expect students to obtain 55% or more proficiency rates in English and Math; as evidenced by the Smarter Balanced Assessment	Expect students will obtain 60% proficiency rate or above in the Smarter Balanced Assessment Test	<ul style="list-style-type: none"> • Establish Common Core Institute for teachers • Identify outside training opportunities for teachers; Sponsor teachers and administrators for such outside training • Implement periodic benchmarks to measure EL progress in content knowledge gains over the academic year • Use benchmark results to adjust and inform instruction or re-instruction
Goal 1 [Black or African American]	The same as school-wide	The same as school-wide	The same as school-wide	The same as school-wide
Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same as school-wide
Goal 1 [English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same as school-wide
Goal 1 [Students with Disabilities] Provide accommodations and flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged Reduce barriers in instruction, provide	The same as school-wide	The same as school-wide	The same as school-wide	<ul style="list-style-type: none"> • Provide multiple means of representation by providing options for perception, language, mathematical expression and symbols. Provide options for action and expression • Provide multiple means for action and expression by providing options for physical action, and also provide options for expression and communication • Provide multiple means for engagement by providing options by recruiting interests and for sustaining effort and persistence

appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are limited English proficient.				
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide			

State Priority #3

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

Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve
Goal [School-wide] Encourage parents to view themselves as a key component of the education system and student's success.	Expect student daily attendance rate to increase from 97% to 97.5%; as evidenced by ADA data Reduce suspension rate from 4.6% to 3.5%; as evidenced by school suspension records	Expect student daily attendance rate to increase from 97.5% to 98 %; as evidenced by ADA data Reduce suspension rate from 3.5% to 3.0%; as evidenced by school suspension records on site and CALPADS	Expect student daily attendance rate to remain at 98% ; as evidenced by ADA data Reduce suspension rate from 3% to 2.5%; as evidenced by school records and CALPADS	<ul style="list-style-type: none"> • Establish parent advisory committees to provide advice to the school on LCAP • Institute English Learner Advisory Committee and empower them to provide advice to the school administration • Create a parent Monthly Newsletter and a weekly bulletin • Create a user friendly school website to provide update to parents regarding school activities and event • Establish student led parent student conference where parents come to hear their children explain their successes and challenges during a particular grading period. • Establish parent workshops that offer various workshops including computer training, understanding the A-G requirements, how to support your students for success on standardized tests (AP, SAT, CAHSEE) •

To improve on parents' satisfaction with the school's program.	50 % of parents attend school meetings as measured by sign-in sheets More than 70% of parents give a "Satisfied" or better rating on annual perceptual surveys	55% of parents attend school meetings as measured by sign-in sheets More than 75% of parents give a "Satisfied" or better rating on annual perceptual surveys	60% of parents attend school meetings as evidenced by sign-in sheets More than 80% of parents give a "Satisfied" or better rating on annual perceptual surveys	<ul style="list-style-type: none"> Published list of differentiated opportunities for parent involvement Regular, designated time for parents to give feedback to school leadership The parent coordinator will track parent attendance at school events and parent meetings. Provide annual parent satisfaction surveys related to school performance.
Goal 1 [Black or African American]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Students with Disabilities]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide

State Priority #4

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

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)

B. The Academic Performance Index (API)

C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve
<p>Goal [School-wide]</p> <p>Improve Results on Statewide assessments (Smarter Balanced Assessments, or any subsequent assessment as certified by SBE)</p>	<p>40% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the remaining CST and the Smarter Balanced Assessments</p> <p>Improve on CAHSEE mathematics proficiency rate from 94% to 95%</p> <p>Increase CASHEE English Language Arts proficiency rate from 80% to 85%</p>	<p>45% or more of all students will demonstrate at least 5 % combined score improvement from the previous year on the remaining CST and the Smarter Balanced Assessments.</p> <p>Increase CAHSEE mathematics proficiency rate from 95% to 96%</p> <p>Increase CAHSEE English Language Arts proficiency rate from 85% to 90%</p>	<p>50% or more of all students will demonstrate at least 5% combined score improvement from the previous year on the remaining CST and the Smarter Balanced Assessments</p> <p>Increase CAHSEE mathematics proficiency rate from 96% to 97%</p> <p>Increase CAHSEE English language proficiency rate from 90% to 91%</p>	<ul style="list-style-type: none"> Standards based and aligned curriculum. Regular benchmark assessments (minimum 4x per year). Aligned to standards. Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction) to meet graduation requirements (UC AG Curriculum and personalized lesson plans designed to support ELs and struggling students. Extensive professional development, (5+days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. Data Driven Decision Making by administrators Train teachers to utilize the process of data driven decision making to support all subgroups in meeting their API targets.

<p>Meet the Academic Performance Index (API) goals of the state of California.</p> <p>Students show growth on benchmark assessments. All students show growth on Formal/informal assessments.</p>	<p>Meet the 10 point increase goal on school-wide and all sub-groups</p> <p>Students show 20% growth over each benchmark administered on a bi-monthly basis.</p>	<p>Meet the 10 point increase goal on school-wide and all sub-groups</p> <p>Students show 20% growth over each benchmark administered on a bi-monthly basis.</p>	<p>Meet the 10 point increase goal on school-wide and all sub-groups</p> <p>Students show 20% growth over each benchmark administered on a bi-monthly basis.</p>	<ul style="list-style-type: none"> Standards based and aligned curriculum. Regular benchmark assessments (minimum 4x per year). Aligned to standards. Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction) to meet graduation requirements (UC AG Curriculum and personalized lesson plans designed to support ELs and struggling students. Extensive professional development, (5+days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. Data Driven Decision Making by administrators Train teachers to utilize the process of data driven decision making to support all subgroups in meeting their API targets.
<p>To ensure that 100 percent of pupils graduating in high school successfully complete courses that satisfy UC/CSU entrance requirements, or career technical education</p>	<p>Maintain a 100% high school graduation rate. Graduates meet UC/CSU entrance requirements</p>	<p>Maintain a 100% high school graduation rate. Graduates meet UC/CSU entrance requirements</p>	<p>Maintain a 100% high school graduation rate. Graduates meet UC/CSU entrance requirements</p>	<p>Align graduation requirements with UC/CSU entrance requirements.</p> <ul style="list-style-type: none"> The New Designs' graduation requirements meets and/or exceeds the UC/CSU entrance requirements (A-G requirement) Graduating students complete three years of Lab Science, four years of Math, Four years of English, three years of Social Studies, Drama/Art, and three years of foreign language Develop and offer four years of CTE and make it part of the graduation requirement. Parent and Students Education Educate Parents and students about the importance of meeting the UC/CSU entrance requirements. Develop and seek approval for all courses taught from University of California.

<p>To maintain a high percentage of ELs who make progress toward English language proficiency as measured by the CELDT.</p> <p>Accelerate EL reclassification rate</p>	<p>To increase the pass rate of English Learners to at least 40%</p>	<p>To increase the pass rate of English Learners to at least 45%</p>	<p>To increase the pass rate of English Learners to at least 50%</p>	<ul style="list-style-type: none"> • Establish English language proficiency (ELP) standards aligned to state academic content standards yet suitable for EL students • Assess the English-language proficiency of each EL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards yearly; • Define annual measurable achievement objectives (AMAOs) to measure and report on progress towards attainment of English proficiency and academic achievement standards; and • Use the primary language to develop literacy and teach grade-level concept skills. • Teach English, using a balanced-language acquisition theory and explicit instruction to develop proficiency in both every day and academic English. • Use sheltered English (SDAIE) to teach grade-level concepts and skills as students gain more competence in English, while continuing to develop listening, speaking, reading, and writing, as well as grade-level content in the primary language.
<p>To expand and improve AP access and performance by ensuring that a high percentage of students pass AP exams with scores of 3 or higher</p>	<p>Increase in the number of AP course offerings from 5 to 6, and increase the number of students taking AP classes by 15% over the prior year, as well as improving the rate of students passing with scores of 3 or higher from 35% to</p>	<p>Increase in the number of AP course offerings from 6 to 7, and increase the number of students taking AP classes by 15% over the prior year, as well as improving the rate of students passing with scores of 3 or higher from 50% to 60%</p>	<p>Increase the number of AP course offerings from 7 to 8, and increase the number of students taking AP classes by 15% over the prior year, as well as improving the rate of students passing with scores of 3 or higher from 60% to 65%</p>	<ul style="list-style-type: none"> • Offer a rigorous curriculum • Expand access to gifted programs • Analyze student results on precursors to college entrance exams—like PSAT and EXPLORE—to identify potential AP students and actively recruit them to enroll in AP courses • Provide extra academic and social support to students • Increase the number of AP course offerings • Offer additional teacher training and professional development • Instill confidence in students about their college-going potential • Educate parents about the benefits of AP

<p>To expand the percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>	<p>100% of our students will participate in EAP. 45% will score “Adequate” or higher on Early Assessment Programs (EAP) in English Language Arts and Mathematics</p>	<p>100% of our students will participate in EAP. 50% will score “Adequate” or higher on Early Assessment Programs (EAP) in English Language Arts and Mathematics.</p>	<p>100% of our students will participate in EAP. 55% will score “Adequate” or higher on Early Assessment Programs (EAP) in English Language Arts and Mathematics.</p>	<ul style="list-style-type: none"> • To assist students to learn about their readiness for college-level English and mathematics before their senior year of high school. • Reassure students that they are eligible to attend community college and that taking the EAP test has no bearing on their eligibility to attend community college. • Inform students of their readiness for college-level coursework in English or mathematics, or both. • Recommend the next appropriate steps as they pertain to achieving success at a community college • Implement and teach strategies that have been proven to help students cope and do well in academic work. These are listed below: <ul style="list-style-type: none"> • Time-using strategies. Working quickly and efficiently, solving the problems and answering items you know, and saving more difficult items for last. • Error avoidance strategies. Paying careful attention to directions, careful marking of answers, and checking answers. • Guessing strategies. Making effective use of guessing when it is likely to benefit the test-taker. • Deductive reasoning strategies. Applying a variety of strategies, including eliminating options known to be incorrect, or using content information from the stem (question) or other test information. • Intent considerations. Understanding the purpose of the test. • Cue using strategies. Using content clues to determine answers. • Review test-taking strategies every year. • Improve Common Core standards based instruction. This will ensure that that there is an alignment between curriculum, instruction and assessment.
<p>Goal 1 [Black or African American]</p>	<p>The same as school-wide</p>	<p>The same as school-wide</p>	<p>The same as school-wide</p>	<p>The same action as school-wide</p>

Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1[English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [Students with Disabilities]	Increase English proficiency rates to 30%, and math proficiency rate to 35%	Increase English proficiency rate from 30% to 35%, and math proficiency rate from 35% to 40%	Increase English proficiency rate from 35% to 40% and math from 40% to 45%	The same action as school-wide and using universal learning designs as explained above
Goal 1 Socio-economically Disadvantage Students	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide

State Priority #5

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

- A. School attendance rates**
- B. Chronic absenteeism rates**
- C. Middle school dropout rates (EC §52052.1(a)(3))**
- D. High school dropout rates**
- E. High school graduation rates**

Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve
Goal [School-wide] Improve School attendance rates by attaining an average daily rate of 97.5 percent Reduce Chronic absenteeism rates to less than 3 percent	Expect student daily attendance rate to increase from 96% to 97% Reduce suspension rate to 10% or below	Expect student daily attendance rate to remain at 97% or above Reduce suspension rate to 5% or below	Expect student daily attendance rate to remain at 98% or above Maintain suspension rate at 5% or below	Create a climate that encourages students to become connected to their schools. 1. Engaging students in the learning process and encouraging them to understand the attributes that enhance their employability in a fast changing world. 2. Provide engaged curriculum and instruction by offering a challenging, creative curriculum and a climate that allows students to play a role in decision-making that is developmentally appropriate. 3. Provide a safe school environment where students do not fear being bullied and intimidated.

<p>Reduce Middle school dropout rates (EC §52052.1(a)(3)) to less than 5 percent</p>	<p>Reduce the dropout rate for middle school by less than 5%</p>	<p>Reduce the dropout rate for middle school by less than 5%</p>	<p>Reduce the dropout rate for middle school by less than 5%</p>	<p><i>Establish firm and consistent sanctions for truancy.</i></p> <ul style="list-style-type: none"> • Making students and parents aware of the school's attendance policies and the sanctions for not following them: • Sending letters home on the first day of school, informing parents about the seriousness of the school's attendance policy. • School will reinforce this message by printing information about its attendance policy on school lunch flyers, make announcements at open house events, and discuss the policy at parent-teacher conferences. • School will also post attendance milestones on its community bulletin boards that list the percentage of students who attend each day or week. <p><i>Establish a community norm for school attendance.</i></p> <ul style="list-style-type: none"> • Encourage community partners to reinforce a school's attendance and truancy policy. • Encourage partners to join in the education of the legal consequences of truancy <p>Develop alternative methods of earning academic credit, such as independent study.</p> <p>In cases where economic situations force students to take a job, independent study programs that provide a flexible schedule help reduce chronic absenteeism.</p> <p>Help parents communicate positively about school.</p> <ul style="list-style-type: none"> • Use the Family Development Forum to help win parents' loyalty and to provide tools to help families navigate through the adolescent years of students. • Involve students in planning, problem solving, identifying issues, and assessing curriculum in the classroom. • Promote cooperation over competition. Post everyone's best work. Offer opportunities for the class to work together to help everyone
<p>Improve High school graduation rate to 95 percent</p>	<p>Improve High School graduation rate by 3% to achieve a steady rate of 95 percent</p>	<p>Maintain High School graduation rate at 95% or above</p>	<p>Maintain High School graduation rate at 95% or above</p>	

				<p>achieve their level of excellence.</p> <ul style="list-style-type: none"> • Build a strong relationship with each student. • Convey attentiveness to students and excitement about learning through nonverbal gestures. • Involve all students in chores and responsibilities around the classroom. • Integrate the school’s concepts to enhance discipline and respect, including the adoption of the LAUSD School-wide Discipline Policy aligned with the Discipline Foundation Policy; the LAUSD Matrix for Student Suspension and the Adopted Alternatives to Student Suspensions; and the Pillars of Character Advisory Curriculum throughout instruction. • Involve students in developing the criteria by which their work will be assessed, and provide guidelines so that they clearly understand what is expected of them. <p>Academic Engagement Students will be motivated to learn and do well in school. <i>Make students have a sense of belonging to the school community:</i> being proud of their school, feeling respected, being able to talk to teachers, and feeling like school staff are interested in them. <i>Discipline/fairness.</i> School will ensure that rules of the school are enforced fairly.</p>
Goal 1 [Black or African American]	Same as school-wide; To remove disparities and normalizes the suspension rate to at a minimum match the demographic ratio and ultimately reduce suspension rate to below 5%	Same as school-wide; To remove disparities and normalize the suspension rate to at a minimum match the demographic ratio and ultimately reduce suspension rate to below 5%	Same as school-wide; To remove disparities and normalize the suspension rate to at a minimum match the demographic ratio and ultimately reduce suspension rate to below 5%	The same action as school-wide

Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [Students with Disabilities]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide

State Priority 6

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

State Priority # 6				
School climate, as measured by all of the following, as applicable:				
A. Pupil suspension rates				
B. Pupil expulsion rates				
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness				
Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve
Goal [School-wide] Students will be thoughtful, show respect for individual differences, and engaged citizens of a 21 st century world Reduce Pupil suspension rates to less than 3 percent Maintain the school's expulsion rate which currently stands at 0%	Reduced suspension rates from to 10% or below Maintain the school's expulsion rate which currently stands at 0%	Reduced suspension rate 5% or below Maintain the school's expulsion rate which currently stands at 0%	Maintain a suspension rate of 5% or below Maintain the school's expulsion rate which currently stands at 0%	<ul style="list-style-type: none"> • Conduct surveys of pupils, parents, and teachers • Review data regularly to see if there is a discipline gap. • Select and define expectations and routines • Teach behavior and routines regularly and directly • Acknowledge appropriate behavior • Talk privately to students when problems occur • Use a calm tone of voice Strategies to Reduces Expulsion Rates Adopting graduated discipline by ensuring

<p>Improve School Connectedness</p>	<p>and among themselves</p>	<p>and school are clearly related to all stakeholders</p>	<p>excellent achievement; as evidenced by test scores</p>	<p>that consequences are matched with the seriousness of the offense. Serious incidents that truly threaten the safety of other students and staff receive more severe consequences, while less serious behavior are met with graduated responses.</p> <p>Use office referrals suspension data to identify students with problematic behaviors who would benefit from a step-wise intervention plan involving school, home, and community resources.</p> <p>Teaching students alternative to violence and disruption through strategies such as conflict resolution, school wide bullying prevention, drug and alcohol abuse programs, gang prevention strategies, and improved staff training in classroom behavior management.</p> <p>School Connectedness</p>
<p>Improve the sense of safety and security throughout the school campus</p>	<p>Through periodic surveys, we aim to maintain the already safe and secured environment at our school.</p>	<p>Through periodic surveys, we aim to maintain the already safe and secured environment at our school.</p>	<p>Through periodic surveys, we aim to maintain the already safe and secured environment at our school.</p>	<p>Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment.</p> <p>Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.</p> <p>Provide students with the academic, emotional, and social skills they need to engage in school.</p> <p>Promote the use of effective classroom management and teaching methods to foster a positive learning environment.</p> <p>Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of their students.</p> <p>Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.</p> <p>Improve Sense of Safety</p>

				<ul style="list-style-type: none"> • Creating welcoming environment by welcoming students into school with enthusiastic and positive attitude towards them: ensuring that the environment conveys a sense of adventure, curiosity, fun and excitement. • Ensure safe environment for students; by responding to sickness and act of aggression immediately. • Keeping strangers away from the school campus • Identifying troubled children and providing support for them.
Goal 1 [Black or African American] To reduce substantially	Same as school-wide; To remove disparities and even the suspension rate to a minimum to match the demographic ratio and ultimately reduce suspension rate to below 5%	Same as school-wide; To remove disparities and even the suspension rate to a minimum to match the demographic ratio and ultimately reduce suspension rate to below 5%	Same as school-wide; To remove disparities and even the suspension rate to a minimum to match the demographic ratio and ultimately reduce suspension rate to below 5%	The same action as school-wide
Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [Students with Disabilities]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide	The same as school-wide	The same as school-wide	The same action as school wide

State Priority #7

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

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

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

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

Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve
<p>Goal [School-wide]</p> <p>All students will have access to, and will be enrolled in a broad course of study including programs and services developed and provided to unduplicated students, as well as graduation requirements that exceed UC A-G</p> <p>All New Designs Charter School students will receive a well-rounded education and instruction that integrate content areas.</p> <p>Students with exceptional needs and all ELs, high and low achieving students, will receive modifications and differentiated curriculum to meet their needs.</p> <p>All programs for students under this category will be maintained and strengthened.</p>	<p>90% of our students graduate on time</p> <p>100% of students will apply to a 4-year college; 90% of students that apply will be accepted into a 4-year college</p> <p>Students receive a well-rounded education and instruction that integrates multiple content areas</p> <p>Students with exceptional needs and all ELs, high and low achieving students will receive modifications and differentiated curriculum to meet their needs. This</p>	<p>95% of students graduate on time</p> <p>100% of students will apply to a 4-year college; 90% of students that apply will be accepted into a 4-year college</p> <p>Students receive well-rounded education and increase in proficiency rates of all content area subjects</p> <p>Students with exceptional needs and all ELs, high and low achieving students will receive modifications and differentiated curriculum to meet their needs</p>	<p>100% of our students graduate on time</p> <p>100% of students will apply to a 4-year college; 90% of students that apply will be accepted into a 4-year college</p> <p>Students receive well-rounded education and increase in proficiency rates of all content area subjects</p> <p>Students with exceptional needs and all ELs, high and low achieving students will receive modifications and differentiated curriculum to meet their needs</p>	<ul style="list-style-type: none"> All students will be provided with rigorous graduation requirements that exceed A-G, and challenging curriculum that will prepare them for college and employment. Provide all students with extensive support systems (advisory, tutoring, office hours, remedial courses, summer school, etc.) The school will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education. The New Designs Charter school leadership team will ensure that all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular classroom observations and walk-throughs. The New Designs Charter School will ensure that progress is monitored through the use of data and assessment management system to track performance of numerically significant subgroups Design education programs that assist students improve their academic performance in reading and/or math. Establish benchmarks to track struggling students for remediation <p>Select appropriate standardized instrument to measure each student's academic performance in reading or math.</p>

	<p>will be measured by data relating to unit/lesson plans demonstrating standards –alignment in broad course of study and modification /adaptations for ELs, and by classroom walk-throughs.</p> <p>All this will be measured by data relating to unit/lesson plans demonstrating standards-alignment in a broad course of study and modification /adaptations for ELs, exceptional students, high and low – achieving students.</p>	The same as previous year	The same as previous year	
Goal 1 [Black or African American]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Students with Disabilities]	Meet or exceed state and district annual	Meet or exceed state and district annual	Meet or exceed state and district annual	<ul style="list-style-type: none"> Students with exceptional needs and all high and low achieving students will receive modifications and differentiated curriculum to meet their needs.

	performance targets.	performance targets.	performance targets.	<ul style="list-style-type: none"> Provide multiple means of representation, provide multiple means of expression, and provide multiple means of engagement.
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide

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

Goals	Pupil Outcomes			
	2014-2015	2015-2016	2016-2017	Action to Achieve
<p>Goal [School-wide]</p> <p>In the core courses of English Language Arts, Math, Science, History and Social Studies students will meet or exceed Annual Measureable Objectives as determined by the CDE. In the core subjects, students will progress by 5 percentage points each year on Standardized Tests.</p> <p>Students will score proficiently on internal formative assessments for all subjects</p>	<p>We project that the proficiency rate in English Language Arts will be 42%</p> <p>We project a 32% proficiency rate in mathematics</p> <p>We project a proficiency rate Science will be 50%</p> <p>We expect 50% of our students to be proficient in Social Science students will become proficient in social science practice and content.</p> <p>80% of the students will show growth on internal</p>	<p>We project that the proficiency rate in English Language Arts will be 52%</p> <p>We project a 42% proficiency rate in mathematics</p> <p>We envision a proficiency rate of 60% in Science</p> <p>We expect 60% of our students to be proficient in Social Science students will become proficient in social science practice and content.</p> <p>85% of students will show growth on internal</p>	<p>We project that the proficiency rate in English Language Arts will be 62%</p> <p>We project a proficiency rate in mathematics will be 52%</p> <p>We expect a proficiency rate of 70% in Science</p> <p>We expect 70% of our students to be proficient in Social Science students will become proficient in social science practice and content.</p> <p>90% of the students will show growth on internal</p>	<ol style="list-style-type: none"> 13. Standards based and aligned curriculum maps 14. Regular benchmark assessments aligned to standards 15. Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction) 16. Rigorous graduation requirements – exceeding UC A-G requirements 17. Curriculum maps designed to support ELs and struggling students 18. Curriculum maps aligned with EAP assessments 19. Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups 20. Formative assessments will be administered on a weekly basis using a digital web based assessment system. 21. Students will utilize feedback to make self-evaluations and refine their learning goals. 22. Teachers will utilize feedback to modify instructional pacing and goals for increasing complexity of content. 23. The New Designs Charter School will ensure the implementation of the academic program as described in element 24. The school will ensure that multiple measures are used to measure student knowledge and achievement.

	benchmark assessments for all core courses	benchmark assessment for all core courses	benchmark assessment for all core courses	
Goal 1 [Black or African American]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Hispanic or Latino]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [English Learners]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Students with Disabilities]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide
Goal 1 [Socio-economically Disadvantage Students]	The same as school-wide	The same as school-wide	The same as school-wide	The same actions as school-wide

METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

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

The ILP showcases a variety of assessment methods including but not limited to conventional standardized test results, student portfolios of work accomplished, authentic written observations, evaluations by teachers, written self-evaluations by students, classroom tests and quizzes, presentations of group projects, and parent surveys. These assessments will be aligned and integrated with state grade-level curriculum frameworks, state grade-level content standards, and New Designs student outcomes. Formative student assessment data will be closely analyzed to allow for the identification of students who require, for example, differentiated gifted instruction or remedial intervention in the form of in-class attention, after-school tutoring or remediation and enrichment assistance through Saturday School.

Accommodations for assessing students with disabilities are implemented according to the student’s IEP. Additionally, New Designs will administer the English Language Development Test (CELDT) to assess the English Language fluency of all students whose primary language is not English [Education Code 60810].

Diagnostic Assessment: To diagnose learning difficulties during instruction, students are assessed frequently to determine whether they are progressing steadily toward achieving the standards in their specific subject. The results of the assessments are used in modifying curriculum and instruction. Individual Learning Plans (ILP) will form the basis for advisement

and any subsequent recommendation for remediation through after school tutoring or participation in our Saturday School.

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

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

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

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

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

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

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

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

Assessment of Pupil Outcome Goals

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

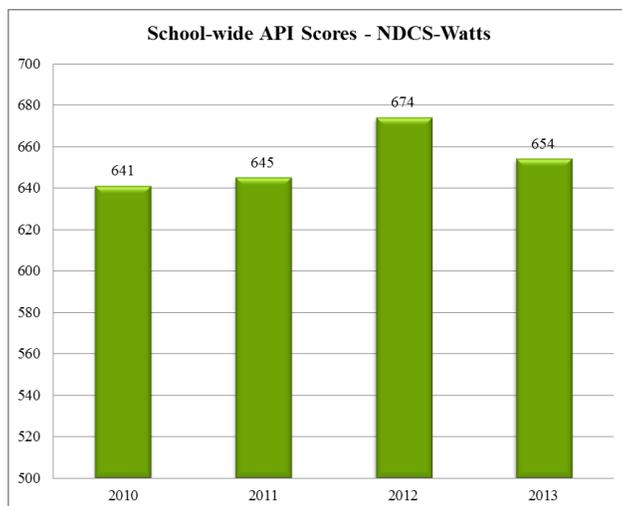
Pupil Outcome Goal	Assessment	Frequency of Assessment
<u>A-G Requirements</u> Students will complete the a-g requirements of the UC/CSU system.	Evaluation of ILPs and student transcripts.	Annually
<u>Reading and Writing</u> Students will demonstrate proficiency in reading and writing, such proficiency to be measured using an objective Assessment instrument	Writing on demand, essay exams, peer review, portfolio, exhibitions, oral examinations, standardized tests.	Weekly
<u>Core Mastery</u> Students will demonstrate a mastery of specific outcome goals in the areas of Mathematics, Science, English Language Arts, History, Performing Arts, Foreign Language and Career Pathways such proficiency to be measured using an objective Assessment instrument.	Essays, exams, standardized tests, portfolios, exhibitions, lab practicals, and oral examinations.	Monthly
<u>Communication Skills</u> Students demonstrate ability to see and convey findings choosing appropriate communication mediums, as well as recognizing the depth and breadth needed to get their message across effectively.	Ongoing assessment by all teachers as well as participation in debating activities, student leadership programs, mock trials, and model United Nations. Student websites and portfolios will exhibit demonstration of excellent communication skills.	Daily
<u>Analytical and Reasoning Skills</u> Students demonstrate their ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics and put things to the test in a rational way.	Ongoing teacher assessment, portfolio, team projects, participation in mock trials, and Model United Nations activities.	Monthly
All students will demonstrate thorough understanding of technological skills.	Satisfactory completion, to mean student receives as passing grade of “C” or better, of a high school technology class or for middle school	Semester

	<p>students completion of a technology class every year with a grade of not less than a C. Demonstrate technology proficiency through the use of productivity enhancing technological tools like Adobe Dreamweaver, Flash etc.</p>	
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School Wide Accountability and Outcomes

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

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



Grading Policy

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that are graded using a conventional letter-grade system. Letter grades ranging from A to F are given for all courses. Teachers determine the deadlines for submission of missing work as well as consequences when students fail to complete missing work. New Designs uses a standards-based report card, given quarterly. All teachers work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to seven weeks) given by teachers provide timely feedback for parents and teachers regarding student progress. Grades are converted to a 4-point scale to determine grade point average (see below). Students may choose to take certain courses for honors credit. This decision must be made at the beginning of the course, and entails independent work held to high standards.

Grade Description	Regular	Honors
A--Excellent	4 Points	5 Points
B--Above Average	3 Points	4 Points
C--Satisfactory	2 Points	3 Points
F--Failing	0 Point	0 Point

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

Measurement of Student Progress

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

level by compiling a comprehensive, longitudinal learning record for each student as reflected in their ILPs.

Measurement of Non-Academic School wide Outcomes

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

Data Driven Decision Making

Data analysis is both formative and summative. AYP and API data is examined at the beginning of the school year. The results reflect how well we are doing in terms of delivering the California Standards and Federal No Child Left Behind benchmarks. This gives clarity on the achievement gap that exists between our students and other students in comparison and resident schools. Our academic goal is to improve the performance and raise the achievement of all students, narrowing the achievement gap between the highest and lowest performing students, eliminate the racial and socio-economic status predictability and the disproportionality of which student populations occupy the highest and lowest achievement categories. If a group of students is too small to be reported by the CDE (i.e. 10 white and 15 African-American), we carry out our own analysis.

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

- a. What did we do right that we should continue to do?
- b. What went well but needs some improvement?
- c. What did we do that we should not have done?
- d. What we did not do that we should have done?

Based on the data analysis process above, action steps in the form of our yearly plans are written. These strategies are yielding results reflected in the growth API and other indicators of student achievement.

Student Surveys

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

Longitudinal Analysis of Progress

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

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

GENERAL PROVISIONS

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

LEGAL AND POLICY COMPLIANCE

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

TRANSFER OF STUDENT RECORDS

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

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

Attached, as Appendix C, please find the Articles of Incorporation, Bylaws, and Conflict of Interest Code.

The Board of Directors

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

The Board of Directors currently has seven directors. The Board is in the process of considering additional candidates for Board or Advisory Board membership. The Board generally meets on a monthly basis. It operates through various committees, including the Finance and Development Committees. The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs.

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

Selection of New Board Members

The selection process for new Board members will include review of candidate's resume, contact with their references, and a personal interview. Board members will vote on any new Board member nominations. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of

the Board, or (b) a sole remaining director, in accordance with Section 12 of the school's bylaws. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Board Meetings

In accordance with the Brown Act, New Designs Charter School shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, at least 72 hours before the meeting (*except for Special Meetings, which shall have a 24 hour posting period; and Emergency Meetings, which shall have a one hour posting period, except in the case of dire emergency). The agenda shall be posted in a conspicuous location in the Main Office of the Charter School and on the school's website. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public. Board meeting minutes are recorded in writing by the secretary. Board minutes are made available to the public through the Office of the Executive Assistant to the Chief Executive Officer.

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

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

The School Leadership Council (SLC)

The SLC shall be composed of the principal; representatives of teachers selected by teachers at the school; other school personnel selected by peers at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school, in accordance with Education Code Section 52852. The Principal of the School will serve as the Chair of the SLC. Each member of the council will be charged with the responsibility of advising the Principal regarding budgeting, curriculum development, physical site and maintenance as well as school community relations. The council shall in addition to the above perform any other functions as may be assigned to it by Board of Directors from time to time. The council shall be responsible for the selection of school textbooks and other reading materials. The regular meetings of the council shall be held once every month.

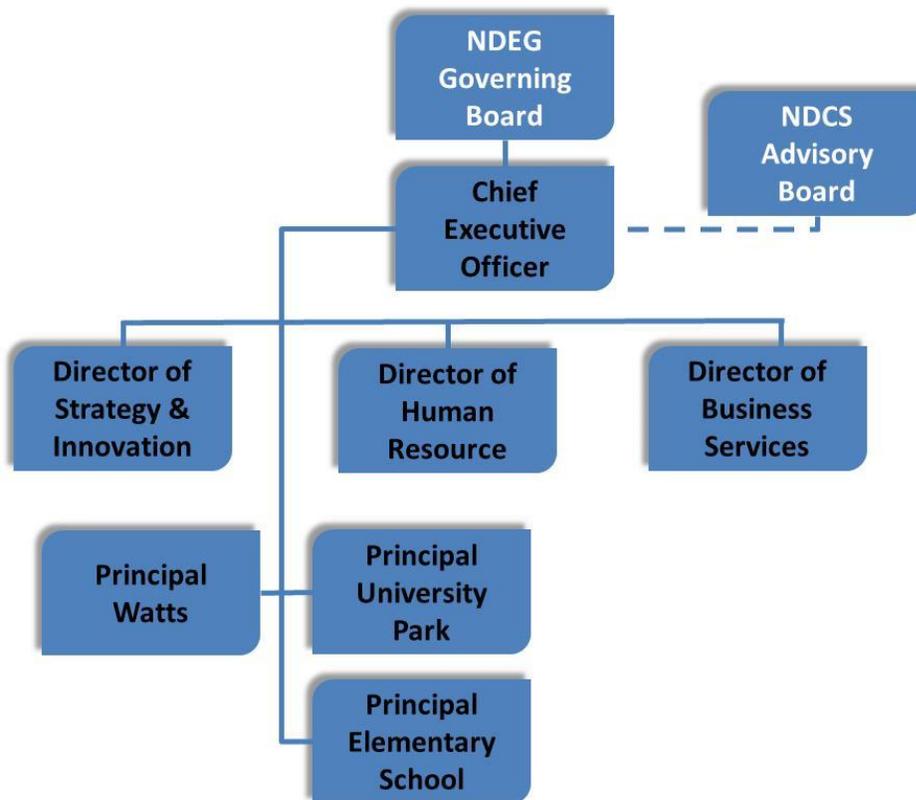
Advisory Board

The Advisory Board, whose role is solely advisory in nature to the Principal or the CEO, and who are selected from among the business and industry organizations related to the school's Career Pathways of Law and Diplomacy, Technology, Healthcare, Finance, and Performing Arts,

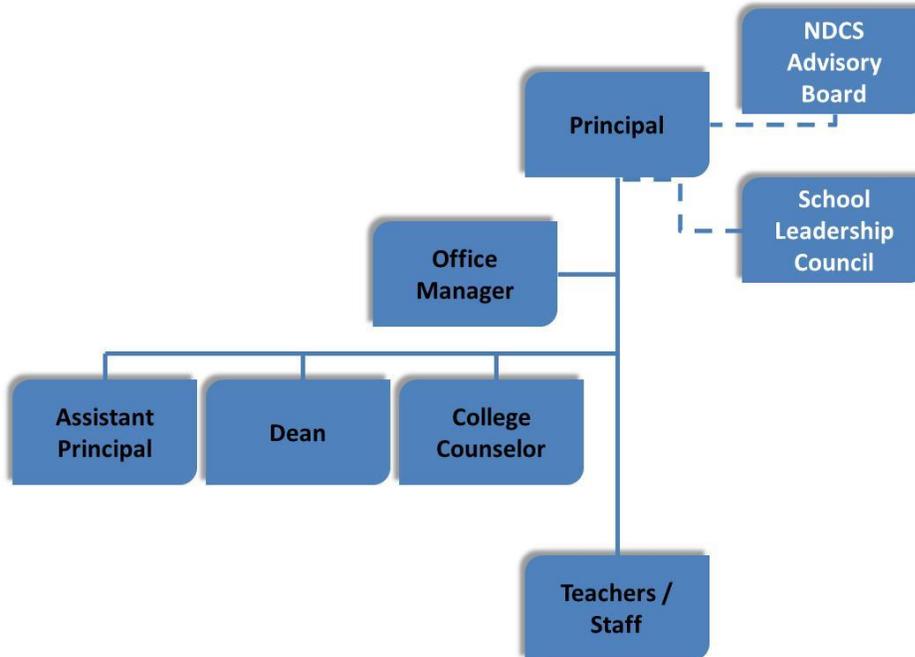
and who will assist our fundraising efforts as well as help the school keep abreast with changes in the latest developments in industries addressed by Career Pathways. The Advisory Board shall meet at least twice a year and members may attend school programs and functions. They shall serve for a period of two years and may be re-appointed subject to their previous positive contributions to the school. The Advisory Board consists of 7 members and meetings shall be held in compliance with the Brown Act.

Organizational Charts

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



The organization structure of the New Designs Charter School is depicted below:



Employment Processing Requirements

All employees must furnish or be able to provide:

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

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

Administrative Structure

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

Current Board Members

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

Andrea Cockrum, Board President

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

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

Mr. Lloyd T. McKinney, Board Vice President

Mr. McKinney has over 25-years of experience in Global Supply Chain Management. He is a leader with a proven track record in the ability to lead high performance teams. His skills include special projects management; proposal planning and preparation; administrative and financial management; and project planning and control. Mr. McKinney is a skilled negotiator and customer/supplier interface manager.

He is currently responsible for all aspects of the subcontract management activities for Advanced Mission Programs in the Payloads and Sensors Subcontracts organization for Northrop Grumman Aerospace Systems. In that capacity, he develops acquisition strategies and proactively manages the surveillance over cost, subcontractor interfaces, technical, schedule and contractual performance of an approximate \$200M portfolio.

Mr. McKinney currently serves on the Advisory Boards of New Designs Charter School, and the Finance Committee for the WATTSTAR Theatre Project. In these capacities, he advises on strategic planning, fundraising, marketing, finance and program development. Mr. McKinney is a graduate of the University of Southern California's Marshall School of Business and currently is a mentor in its Career Advantage Program (CAP). He has successfully completed the following programs: The University of California at Los Angeles (UCLA) Graduate School of Business and Management's African American Leadership Institute; the UCLA - Professional Designation in Government Contract Management and the UCLA Professional Certification in Accounting.

Sheldon Zaslansky, Finance Committee Chair

Sheldon Zaslansky is an accomplished business leader and marketer with experience in Direct Marketing and business development. Mr. Zaslansky is the founder and current President of YellowBrickRoad, a consulting firm specializing in external and internal business development. Founded in 1999, YellowBrickRoad has a variety of clients ranging from cataloguers, retail marketers, on line marketers, and private service providers.

From 1981 to 1999, Mr. Zaslansky was President and owner of the leading Direct Marketing Services firm, The Walter Karl Companies. As the President of Walter Karl, he earned a reputation as a pioneer in his field. He has a proven track record in new business development, senior level client relations, business turnarounds, product development of advance database, and direct marketing techniques and general business. He sold The Walter Karl Companies, Inc and its subsidiaries to InfoUSA in 1999.

Prior to this work, Mr. Zaslansky built Consumers Bargain, a direct mail marketing company. As CEO he developed the company into a multi-million dollar organization. He has written featured articles for several industry publications and is regularly invited to participate in the DMA Leadership forum with the top marketers in the country.

Sheldon is actively involved with a number of companies. He serves on the Board of Directors for, Direct Ventures and Nola3. He is a director of numerous companies for which he has holds ownership positions. He is also involved in fundraising for local charities where his primary concerns are children's organizations and international political policies. Mr. Zaslansky graduated from Long Island University with a B.S. in Business Administration. He served in the US Army Reserves.

Dr. Derek Asiedu-Akrofi

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

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

Derek Akrofi has served in various capacities, including, Legal Counsel, International Monetary Fund, Washington D.C., Executive Vice President Legal Affairs, Protocol Inc., New York, Member of the U.N. Committee of Experts on Debt Equity Swaps, constituted by the UN Centre of Transnational Corporations; The Fletcher School of Law and Diplomacy, Tufts University; and Boston University School of Law and Loyola Law School in Los Angeles. Derek Akrofi also has extensive experience in International Law, Anti-money Laundering, Financial Fraud,

International Business and Consulting experience advising various companies and governments in Sub-Saharan Africa, the Caribbean, the Former Soviet Republics and Asia. He has also served as Legal Adviser on various international consulting projects including those sponsored by the World Bank, Asian Development Bank, USAID, (United States Agency for International Development), Austrian Development Cooperation, UNITAR (United Nations Institute for Training and Research), Kuwait Investment Authority and the Middle East Securities Training Center.

Mr. Diego Abba

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

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

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

Kojoe Essien

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

Edna Marroquin

Edna Marroquin is a BBS registered mental health professional with extensive work experience in education, community relations and children's mental health issues having worked for a variety of mental health agencies throughout Los Angeles. She is currently a mental health specialist with Starview Children and Family Services in Los Angeles, where she works to bring intervention and family support services to residents of the community.

Prior to that, Edna worked as a Family Services Counselor for the Institute of Leadership and

Education. There she worked with special needs children and their families to implement services and care. Edna previously served as the Head of Students Services for New Designs Educational Group, where she initiated and improved student counseling services and volunteer programs for the children of South Los Angeles.

Edna holds a MA degree in Clinical Psychology, MFT program, from Antioch University, with a specialization in Community Psychology. She received her BA in Psychology from California State University, Northridge, and an AA in Liberal Arts from Santa Monica City College. Edna's professional background, expertise and development work as a community counselor, and her association with New Designs make her a perfect fit on the board of New Designs.

Key Management Team

Yaw O. Adutwum, PhD., Chief Executive Officer

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

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

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

Paul Okaiteye, Director of Business Services

Paul Okaiteye is currently the Director of Business Services at New Designs Charter Schools. He has managed the finances of the schools for the past 10 years and has seen the budget grow from \$1 million to \$13.5 million. About two years ago he led acquisition of two school properties through bond financing for \$20 million. He oversees all construction projects and has led the remodeling of the school buildings for the past 8 years. He has developed business and financial systems that ensure the smooth running of the schools. Paul has worked as a credit analyst and a portfolio manager for a number of financial institutions and a Design Engineer for a major utilities company. Additionally, he worked with Washington Mutual as a Loan Officer prior to joining New Designs.

Paul holds a Master's degree in Business Administration (MBA), with a concentration in Finance, from Pepperdine University's Glazidio School of Business. He is also a graduate of the University of Southern California School Business Management program. Paul has a Bachelor of Science in Electrical/Electronic Engineering and holds an Intermediate Level qualification from

the Chartered Institute of Management Accountants (London) with managerial accounting emphasis.

Patrick Morris, Director of Strategy & Innovation

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

He has been regularly called to consult for leading consumer technology companies seeking to develop new strategies linking social media, ecommerce and online interaction. Patrick's global footprint spans West Africa, East Asia, Western Europe, the Middle East, and North America, lending unique insight into consumer behaviors, online engagement, physical retail and online content.

Patrick holds an MBA from The Anderson School of Management at UCLA, and a bachelor of arts in business administration from St. Mary's College of California. He has been a panel and guest speaker at the Consumer Electronics Show, Digital Hollywood and Building Blocks forums, with professional memberships that include the Los Angeles Venture Association (LAVA), the Association for Strategic Planning (ASP), the National Association of Management Consultants, the National Black MBA Association (NMBBAA), and the National Society of Hispanic MBAs (NSHMBA).

Anel Nevarez

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

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

NCLB AND CREDENTIALING REQUIREMENTS

New Designs Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

All teachers in New Designs Charter School shall be “highly qualified” in accordance with the No Child Left Behind Act and will be required to possess a CTC credential, permit or other document equivalent to that which a teacher in other public schools would be required to hold. All such documents shall be maintained on file and monitored to ensure that they are promptly renewed at the New Designs Charter School office and will be made available to the LAUSD for inspection upon request.

In addition to meeting all academic and experience requirements all employees must satisfy the following requirements before their first day of work:

- Medical clearance; must be free from TB and communicable diseases evidenced by a

Manteaux skin test, or chest x-ray.

- Fingerprinting by Department of Justice (DOJ) at employee's expense. No employee shall commence employment at New Designs Charter School until that employee has been cleared by the DOJ.
- Disclosure statement regarding prior criminal record.
- Documents for US employment authorization.
- Certificate of Clearance from the California Commission on Teacher Credentialing (CTC) for non-core, non-college preparatory courses.

Job Descriptions and Qualifications

Chief Executive Officer

Role and Responsibility

The Chief Executive Officer is the leader of the school and reports directly to the school's Board. The individual will attend District administrative meetings as requested by the District and stays in direct contact with the District regarding changes, progress, etc.

The Chief Executive Officer is responsible for implementing the Charter, and is accountable for overseeing:

- Authentic implementation of the school's mission and educational program, consistent with the Charter
- Compliance with all applicable state and federal laws and related regulations
- Communication and reporting to the school's Board
- Development of an effective Educational Practice
- Staffing needs and related hiring, evaluation, discipline, and/or dismissal of faculty and staff
- School finances to ensure fiscal stability; and maintain up-to-date financial records
- Communication with parents; oversee recruitment of new families and students, and assure families of academic growth
- Monitoring enrollment and average daily attendance consistent with the Charter and related reporting
- Student discipline and participate in the suspension and expulsion process, as appropriate
- School's Special Education program
- Health and safety of students and staff
- Community relations and positive public relations and effective interaction with media
- Fund raising and grant writing activities
 - In addition to the above the Chief Executive Officer will ensure:
- Completion and submittal of required data/documents as requested or required by the Charter, the school's Board, and/or the District
- Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables

- Development of the school’s annual performance report and SARC
- Timely submittal of the independent fiscal audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education

Minimum Qualifications: Chief Executive Officer

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

Preferred Qualifications

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

Principal

Role and Responsibility

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

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

- Monitor enrollment and average daily attendance consistent with the Charter and related reporting
- Implement student support programs,
- Supervise Office Manager and other support staff as assigned

Minimum Requirements

In addition to the requirements for teachers, the Principal will also have earned an MA degree or its equivalent, hold a valid California Teaching Credential, and will have served at least two years at a school site in a management position.

Assistant Principal

Role and Responsibility

The Assistant Principal will be responsible for assisting the Principal to establish a positive school culture and high levels of student achievement. Among other things he or she will be responsible for:

- Facilitating curriculum development, and professional development
- Facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home
- Enforcing student discipline and participate in the suspension and expulsion process, as appropriate
- Creating a caring and safe learning environment and security of the school building
- Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Working with Principal to create an ongoing professional development strategy for faculty, consistent with individual professional development plans
- Participating in Special Education meetings
- Monitoring enrollment and average daily attendance consistent with the Charter and related reporting
- Implementation of student support programs
- Supervision of the Office Manager and other support staff as assigned

Minimum Requirements

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

Dean of Students

Role and Responsibility

Job Purpose Statement/s: The position of “Dean of Students” is for the purpose/s of overall student management and dealing with student attendance issues. Other administrative needs and processes may also be assigned. The Dean will administer student’s disciplinary policies and monitor compulsory attendance requirements. She/he will also promote an effective learning environment and close working relationships with parents, students, and staff. Keeps the

principal informed about emerging issues.

- Immediate Supervisor: Principal

Essential Job Functions:

- Manage student supervision issues and enforce school behavioral expectations.
- Counsel students and parents about schools' policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Assist in developing programs to promote positive student behavior as well as intervention strategies.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Work with teachers to ensure that students are being challenged in an academically rigorous setting.
- Maintains the confidentiality of privileged information.
- Takes precautions to ensure staff/student safety and watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, cussing etc.).
- Intervenes and works with Teachers and staff to eliminate unacceptable behavior.
- Upholds New Designs students' code of conduct.
- Monitors attendance, develops and/or updates administrative procedures to comply with legal mandates and helps update and distribute student/parent handbooks.
- Upholds board policies and follows administrative procedures, maintains visibility and promotes favorable image of New Designs Charter Schools by building community partnerships that enhance New Designs' programs and services.
- Investigates student attendance and conduct concerns and helps parents and students understand attendance and behavioral requirements by preparing a warning letter outlining the consequences of continued truancy and/or misconduct.
- Helps resolve problems that impede student learning and/or participation in school activities.
- Helps supervise student activities as directed (e.g., arrivals/departures, parking lots, lunch periods, hall duty, extracurricular programs, etc.).
- Sensitivity - Understands the diversity among different groups and modifies interaction style to fit the situation: understands how own behavior may affect others; adjusts strategies when ineffective; exhibits appropriate interaction skills; and deals effectively with emotional issues.

Other Job Functions:

- Develop appropriate drug and alcohol intervention and interdiction strategies.
- Assist in monitoring student prevention and retention staff.
- Assist in monitoring and supervision of school facilities.
- Provide supervision at extra-curricular and athletic events.
- Communicate with families.
- Handle discipline issues and contracts with students; maintain discipline log.

- Support and regularly check-in with students regarding academic, behavioral, and social issues.
- Observe classes with student issues in mind.
- Schedule and participate in parent-teacher conferences.
- Monitor student growth and progress.
- Plan and implement Kid Talk (weekly meetings during which teachers discuss student issues)
- Serve as a member of the Administrative Team.
- Maintains documentation relative to bus discipline issues;
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary;
- Meets professional responsibilities;
- Participates in Professional Development activities as required by position;
- Follows rules, policies and procedures as specified;
- Maintains confidentiality;
- Accepts other duties and responsibilities as assigned by Principal or the CEO.

Job Requirements - Qualifications:

Licenses, Certifications, Bonding, and/or Testing Required: Bachelors, or MA Degree; Valid California teaching and/or administrative credential (preferred); Valid Driver's License and evidence of insurability; Department of Justice Fingerprint Clearance; district drug screen; and Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.). Good evaluations and/or recommendations from professional associates, previous employers, and/or supervisors. Attendance Requirement: Regular attendance is necessary and is an essential to meeting the expectations of the job functions.

Skills, Knowledge and/or Abilities Required:

Skills to manage students and programs, communicate effectively, problem solve. Knowledge of discipline procedures, education code, and district policies is required. Abilities to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form. Significant physical abilities include reaching/handling/ fingering, talking/hearing conversations, near visual acuity/visual accommodation. Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults. High level of creativity, energy, and love of kids. Great organization, attention to detail, strong work ethic, and ability to multitask between projects. Ability to work independently and make effective decisions. Ability to communicate effectively with students, school personnel, and parents, and an ability to work cooperatively with others. Ability to motivate students and get them excited about learning.

Other Working Conditions:

- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

Counselor

Role and Responsibilities

The Counselor will:

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

Administrative Staff

All other administrative staff must have:

1. Minimum of three years' experience teaching in an urban and racially diverse school environment.
2. Excellent leadership abilities necessary to further the instructional program at New Designs Charter School.
3. Ability and willingness to involve parents and the community in the support of school programs.

Certificated Staff

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

- Excellent technology skills demonstrated by the ability to integrate technology into instruction and willingness to advance technological skills
- Ability to work with urban students from diverse racial and cultural backgrounds.
- Ability and willingness to work as a member of a team
- Readiness to undertake fieldtrips and work with students in our service-learning program
- Positive references from most recent place of employment or college
- A coherent, high-quality essay, written in response to our application
- Willingness to serve as a faculty advisor providing academic guidance to students, to include working with a student who is struggling academically; communicating with parents and coordinating efforts among a student's teachers; providing or coordinating tutoring for student who is in need of additional academic help; ensuring that a student

meets all promotion and graduation requirements; and advising a student who is eligible to participate in the early start college program.

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

Classified Staff

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

The Director of Business Services

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

Duties

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

- Reviewing payroll and any salary deductions as provided in school policy
- Analyzing school finances as requested by the Fiscal Services Consultant or CEO
- Ensuring the timely and accurate preparation of reports as requested by the Fiscal Consultant or CEO
- Keeping track of expenses as approved in the annual budget
- Requesting for all checks, drafts, and purchase orders required by the school
- Receiving and depositing all moneys accruing to the school
- Submitting necessary information to the Fiscal Consultant for the preparation of financial statements as often as requested by the Principal or the Fiscal Services Consultant
- Reviewing school improvement plans which provide for the transfer of funds between funding allotments or lease purchase contracts
- Evaluating all continuing contracts, including the principal and interest to be paid and making recommendations to the Principal and reports to the board as provided in board policy
- Supervising the school lunch accounting process and filing for reimbursement from the state
- Maintaining custody of insurance policy and programs as provided in school policy;

- Researching and writing grants as directed by the CEO
- Procuring all school equipment and supplies as directed by the CEO
- Preparing school meal counts, and processing and filing for school meal reimbursement from the California Department of Education
- Maintaining an inventory of all school assets
- Performing any other functions as directed by the CEO

Knowledge, Skills and Abilities

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

Director of Strategy and Innovation

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

- Develop marketing plans to further the strategic initiatives of New Designs Education Group.
- Coordinate community outreach efforts aimed at ensuring approval of new charters
- Oversee implementation of new initiatives as directed by the CEO. Current initiatives include IPAD implementation, e-evaluation, online learning platform and the development of a Middle College program.

Qualifications

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

Director of Human Resources

Position Summary:

The Director of Human Resources (HR) will lead human resources department for the Schools within the New Designs Education Group. S/he ensures that Human Resource supports employee-focused, high performance, outcomes driven organizational culture. The Director of HR is responsible for managing Human Resources functions such as employee relations, performance management, benefits, certification, compliance, on-boarding and off-boarding employees, and payroll. S/he works with school-based leadership staff to address employee needs, manage personnel issues, and implement a performance-based compensation system. The Director of HR is outcomes driven, organized, customer friendly and committed to the vision and mission the New Designs Educational Group. S/he will report to the Chief Executive Officer (CEO).

Duties and Responsibilities:

- Implementing and managing performance management compensation system, including norming of school leaders, training, and supporting principals in making year-end compensation and contract renewal decisions
- Managing employee personnel and performance issues as they arise at all schools within the New Designs Education Group, including investigating employee complaints or concerns

- Coordinating and managing employee benefits, including managing outside subcontractors (substitute teacher supply companies and other staffing agencies), and researching robust, yet cost-effective benefit options
- Executing and analyzing survey and retention data including developing recommendations for improvements to senior leadership
- Establishing management practices that support positive employer-employee relationships and promote a high level of employee morale and motivation
- Ensuring New Design's compliance with local, state and federal labor and human relations laws
- Ensuring New Design's compliance with state certification requirements and with Highly Qualified Teacher regulations
- Developing partnerships with universities and colleges in order to provide affordable certification program options for New Designs staff
- Creating and managing all staff contracts and offer letters
- Developing the Human Resources department through researching and implementing best practice policies and procedures
- Other duties as assigned by the Chief Executive Officer

Qualifications:

- California human resources and employment law experience preferred
- Solid oral and written communication skills
- Excellent interpersonal and coaching skills
- Demonstrated ability to lead and develop staff members
- Excellent organizational skills
- Ability to multi-task and manage complex projects
- Must be skilled in Microsoft Office (Excel, Word, Access, PowerPoint)
- Experience in urban schools (at least three years) or other education a plus

Education and Experience:

- Bachelor's degree (Master's degree preferred) with 2-3 years of relevant Human Resources or Management experience
- Broad knowledge and experience in employment law, compensation, organization development, employee relations, and/or training and development; Working knowledge of California regulations and employment law preferred.

Office Manager - Job Description

PURPOSE OF THE POSITION

The Office Manager is responsible for organizing and coordinating office operations and procedures in order to ensure organizational effectiveness and efficiency.

SCOPE

The Office Manager reports to the Senior Administrative Officer and is responsible for providing office management services to New Designs Charter School. This includes maintaining office services and efficiency, supervising office staff and maintaining office records.

RESPONSIBILITIES

1. Maintain office services

Main Activities:

- Design and implement office policies
- Establish standards and procedures
- Organize office operations and procedures
- Supervise office staff
- Prepare time sheets
- Control correspondences
- Maintain office equipment

2. Supervise office staff

Main Activities:

- Assign and monitor clerical and secretarial functions
- Recruit and select office staff
- Provide on the job and other training opportunities
- Supervise staff
- Evaluate staff performance
- Coaching staff

3. Maintain office records

Main Activities:

- Design filing systems
- Ensure filing systems are maintained and up to date
- Define procedures for record retention
- Ensure protection and security of files and records
- Ensure effective transfer of files and records

4. Maintain office efficiency

Main Activities:

- Plan and implement office systems, layout and equipment procurement
- Maintain and replenish inventory
- Check stock to determine inventory levels
- Anticipate needed supplies
- Verify receipt of supply

5. Perform other related duties as required

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge

The incumbent must have proficient knowledge in the following areas:

- knowledge of office administration
- knowledge of human resource management and supervision
- ability to maintain a high level of accuracy in preparing and entering information

Skills

The incumbent must demonstrate the following skills:

- excellent interpersonal skills
- team building skills
- analytical and problem solving skills
- decision making skills
- effective verbal and listening communications skills
- attention to detail and high level of accuracy
- very effective organizational skills
- effective written communications skills
- computer skills including the spreadsheet and word processing programs, and e-mail at a highly proficient level
- stress management skills
- time management skills

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of the Administration Officer. The incumbent must also demonstrate the following personal attributes:

- be honest and trustworthy
- be respectful
- possess cultural awareness and sensitivity
- be flexible
- demonstrate sound work ethics

The incumbent would normally attain the required knowledge and skills through completion of office procedures coursework combined with related administrative experience.

Equivalencies will be considered.

Hiring Procedure

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

Recruiting Qualified Teachers

Whenever vacancy occurs New Designs Charter School will hire highly qualified teachers who believe in our vision, mission and goals. As we have done over the years we will continue to use web-based resources such as www.edjoin.org, www.recruitingteacher.org,

www.teachingjobs.com, and Monstertrak, as well as reach out to career centers at various universities in Southern California. By so doing we are able to select from a larger and more diverse talent pool. Teachers that are considered for hire will meet the obligations of the NCLB legislation and will be highly qualified and must have a bilingual credential or CLAD certification. Applicants will first go through a rigorous screening to ensure all criteria have been met. Group interviews will be conducted to narrow the focus with a view to selecting those with excellent collaborative skills.

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

Evaluation of School Personnel

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

The Principal:

Principal and other administrators are evaluated based upon:

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

Counselors are evaluated based on the following:

- Progress in college admissions
- Effectiveness of academic programming
- Effective management of a comprehensive guidance counseling program to all students
- Development and promotion of college-going culture

Deans are evaluated based on the following:

- Reduction of negative behaviors and defiance
- Advancement of pro-social behaviors
- Social-emotional wellness of students
- Meet the district targeted rate of suspensions.

Teachers:

Teachers are evaluated based on:

- Student progress as referenced from assessment measures including state mandated assessments and CMO benchmark assessment.
- Effectiveness of teaching strategies.
- Performance of job duties.

- Knowledge of school curriculum.
- Meeting professional development goals.
- Effective participation in School programs and activities

Classified Staff:

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

Corrective Actions

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

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be

required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

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

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

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

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

Healthy Schools Act

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

Drug-, Alcohol-, and Smoke-Free Environment

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

Facility Safety

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

Student Medication

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

Child Abuse and Neglect Reporting

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

Blood-borne Pathogens

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

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

Diabetes

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

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.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1). The Charter School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

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

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

As required under NCLB, all NCLB-PSC students attending New Designs Charter School shall have the right to continue attending New Designs Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC

student to New Designs Charter School shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, New Designs Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. New Designs Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. New Designs Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School wide Program eligibility and status, if applicable; otherwise,

identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

New Designs Charter School makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. New Designs Charter School conducts orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings target the Watts neighborhood and other areas within the boundaries of LAUSD. Meetings are held in several locations of the neighborhood in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours are conducted on a regular basis during the school year as well.

New Designs Charter School develops promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials are distributed in a variety of community settings, such as: churches, grocery stores, public libraries, Laundromats, and legislative offices that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, are distributed in order to reach the limited English proficient populations that exist in the Watts neighborhood and other areas with the boundaries of LAUSD. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students are subjected to the admission procedures detailed in Element 8.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

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

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

NON-DISCRIMINATION

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

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

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

It is hoped that students who are able to function in, profit from, and contribute to the academic mission of the school will apply for admission. It is anticipated that majority of the students attending New Designs Charter shall be from the LAUSD. Students who attend New Designs Charter School are expected to understand the school's education program and demonstrate a willingness to work hard to achieve an excellent education.

To be considered for admission to New Designs Charter School all students and their parents must complete an application form requesting for basic information such as name, date of birth, address, phone number, and previous school(s) attended. Students are asked to answer a few questions that would demand narrative answers such as:

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

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

Admission preferences shall be given to the following students in the following order:

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

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period, which will take place in the spring of the year of enrollment. Intent to enroll forms will be available no later than the last week of March and are made available from the Main Office of the Charter School. All intent to enroll forms must be completed and returned to the Main Office of the Charter School no later than the announced due date, so that should the need arise, those names will be included in the lottery (a random drawing). They will be dated according to when they are received.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, New Designs will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. The lottery, as needed, will be held on the first Wednesday following April 15th at 7 p.m. in the Charter School auditorium. All students/parents who have applied for admission to the school shall be notified in writing immediately after the application deadline ends about the date for the public random drawing. The results will be witnessed and parents will be notified of the results. New Designs is committed to making the lottery and enrollment procedures and practices clear and transparent to parents, staff and community.

Any applications received after April 15th will be dated and timed. Students listed on these applications will be added to the list for their grade in the order they are received. If openings are available, the student will be given a spot in New Designs Charter School. If there are no openings, they will be added to the wait list.

As openings occur mid-year, families on the waiting list will be contacted regarding the vacancy. They have 48 hours to accept the available opening. If they decline the offer, their name will be removed from the waiting list and they must resubmit an intent to enroll form the following spring and participate in the stated admission procedures, including a possible lottery.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

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

Enrolled Students

Students and their parents or guardians are invited to meet with the Principal or the Principals' designee to review the student handbook that includes information about the school policies. After reviewing the handbook, the student and parents will sign an enrollment agreement acknowledging their understanding of the school's academic and behavioral expectations.

ELEMENT NINE: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

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

ANNUAL AUDIT PROCEDURES

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

The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in

conference with the auditor to the satisfaction of the auditing agency and the LAUSD. New Designs Charter School agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

New Designs Charter School will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, and California Department of Education by December 15 of each year.

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

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

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

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

The independent financial audit of New Designs is a public record to be provided to the public upon request.

Attendance Accounting

New Designs Charter School will utilize the reporting procedures of LAUSD. Attendance accounting procedures will satisfy requirements for LAUSD, LACOE, and CDE. Classroom teachers will record daily attendance on attendance cards. When a student is absent from school, office personnel will verify absences. State school registers will be completed on a monthly basis documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

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

Annual Programmatic Review

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

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

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN FREE SCHOOLS ACT

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

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

Among other things, students:

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

Stakeholder Participation in Discipline

The School will involve teachers, students and parents in the design and implementation of discipline. Students will be involved through the school's Associated Student Body (ASB), the student government of New Designs Charter School. The ASB consists of both elected and appointed positions and are in charge of aspects of community projects and spirit. Through the ASB, students will annually review the school's discipline policies. Any recommendations to improve effectiveness will be submitted to the School Leadership Council for action and approval.

Intervention Strategies

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

Suspension and Expulsion Policy and Procedures

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School

staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A. Grounds for Suspension and Expulsion of Students

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

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

B. Reasons for Suspension and Expulsion

A student may be suspension and recommended for expulsion for any of the following reasons, as specified in the Education Code Section 48900(a)(1) through 48900 (q); 48900.2, 48900.3, 48900.4, and 48900.7; and 48915 (a) and (c):

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion

- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the California Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 6-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 6-12)
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (grades 6-12).
- Made terrorist threats against school officials school property or both

As specified in Education Code Section 48915(c), a student shall be immediately suspended and recommended for expulsion for the following reasons:

- Possessing, selling, or otherwise furnishing a firearm. In accordance with the federal Gun-Free Schools Act of 1994, any student who is determined to have brought a firearm to school, expulsion for a period of not less than one year (except on a case-by-case basis).
- Brandishing a knife at another person
- Unlawfully selling a controlled substance

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Charter School Principal or the Charter School Principal's designee with the student and whenever practicable, the teacher who referred the student.

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

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

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, a New Designs Charter School Principal 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 will also state the date and time when the student may return to school. If the New Designs Charter School Principal 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 unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five (5) continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 5th day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

The maximum days that a student can be suspended for in one year is twenty (20) days.

Upon a recommendation by the Charter School Principal of expulsion, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Principal upon either of the following findings:

- i) Whether the pupil's presence will be disruptive to the education process; or
- ii) Whether the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Interim class assignments for suspended students will be provided based upon an independent study contract.

4. Suspension Appeals

Appeals of suspension shall be made in writing by the parent or guardian of the suspended student outlining the reason for the appeal, and attaching any supporting documentation. Said appeal request shall be delivered to the School Principal who will review the suspension within 48 hours of receipt. If a suspension is overturned, one example of a remedy is that the student may be allowed to return to school promptly.

D. Expulsion of Students

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal or designee. The Administrative Panel (or "School Discipline Committee") shall consist of Board Members or appointees of the Board not to include a teacher of the pupil.

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

E. Expulsion Procedures

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

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

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. A copy of New Designs Charter School disciplinary rules that relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status in New Designs Charter School to any other district in which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and document evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the School Discipline Committee to expel must be supported by substantial evidence 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 no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the School Discipline Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witnesses shall have the right to have his or her testimony heard in session closed to the public when testifying at a public meeting as determined by the School Discipline would threaten serious psychological harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of close-circuit televisions.

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

I. Written Notice to Expel

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

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

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

- a. The student's name;
- b. The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. Expelled Pupils/Alternative Education

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

L. Expulsion Appeal

Parents can appeal the expulsion decision by making such a request in writing within 5 days of the decision to expel the student. The appeal will be heard by a fair and impartial panel of adult representatives assigned by the Board of Directors within 10 school days. The appealing parent must attend the meeting to present the appeal. The decision of the panel of representatives will be final.

ELEMENT ELEVEN: STRS, PERS AND SOCIAL SECURITY COVERAGE

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

Retirement Coverage

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

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

- B. OASDI, PERS and Others

New Designs Charter School will participate in OASDI for all non-STRS eligible employees. The New Designs Charter School Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Employees Retirement System (PERS), and to coordinate such participation with existing programs as it deems appropriate. Job applicants for positions at New Designs Charter School shall be considered through an open process, and if hired, will enter into a contractual agreement with the Charter School.

Work Basis

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

Employee Contracts

All employees will be individually contractually rated per our salary schedule, which is competitive with the district's salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities,

accountability measurements, and standards for performance. Employee contracts are year-to-year, renewable in June.

Sick and Personal Necessity Days

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

Bereavement Days

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

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

Code of Conduct

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

Due Process and Process for Resolving Complaints and Grievances

All staff members have due process rights that include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing when necessary
- Right to appeal before a free state arbitrator (offered to small school districts)
- Right to binding arbitration conducted by a paid arbitrator.

Grievance Procedure

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, articulation of possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the employee's personnel file. If the good faith effort is unsuccessful, the employee should submit a written complaint to the Board. The Board will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no

event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

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

Corrective Action

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

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

Verbal and written warnings regarding unsatisfactory action will become part of the employee's personnel file. Written warnings will include specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. Employees always have the right to engage in due process and/or the grievance procedure at any point in the process.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils who choose not to attend New Designs Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

The parent(s) or guardian(s) of each pupil enrolled at New Designs Charter School shall be informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

ELEMENT THIRTEEN: RIGHTS OF DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b) (5) (M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT FOURTEEN: MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: c/o School Director	New Designs Charter School 2303 Figueroa Way, Los Angeles CA 90007
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To Director of Charter Schools:	Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20 th Floor Los Angeles, California 90017
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- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Disputes Arising Within New Designs Charter School

Disputes arising from within the New Designs Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and board members of the school, shall be resolved pursuant to policies and processes developed by the school.

New Designs designates 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 Designs alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. New Designs notifies all its students and employees of the name, office address, and telephone number of the designated employee or employees.

New Designs 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. The school's Parent & Student Handbook and Faculty Handbook, provide a first draft for these procedures.

ELEMENT FIFTEEN: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b) (5) (O).

New Designs Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT SIXTEEN: CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCAION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to New Designs Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of New Designs Charter School or the LAUSD Board of Education, the governing board of New Designs Charter School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how New Designs Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of New Designs Charter School Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in New Designs Charter School within 72 hours of the Closure Action. New Designs Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). New Designs Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. New Designs Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, New Designs Charter School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). New Designs Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. New Designs Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. New Designs Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

New Designs Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.
4. New Designs Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

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

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

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

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

New Designs Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by New Designs Charter School will be the responsibility of New Designs Charter School and not LAUSD. New Designs Charter School understands and acknowledges that New Designs Charter School will cover the outstanding debts or liabilities of New Designs Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. New Designs Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which New Designs Charter School participates, and other categorical funds will be returned to the source of funds.

New Designs Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

Disposition of Liabilities and Assets

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

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

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

New Designs Charter School shall retain sufficient staff, as deemed appropriate by the New Designs Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

New Designs Charter School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end New Designs Charter School's right to operate as a charter school or cause New Designs Charter School to cease operation. New Designs Charter School and the District New Designs Charter School agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Budget

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

The New Designs Charter School financial plan. See Appendix D, which contains the budget and forecast for the next five years of operation, including monthly cash flows. Revenue entitlements has been calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a High School based on characteristics of the school's programs and student make-up.

Administrative, Business and Financial Services

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

The New Designs Charter School is responsible for its own financial (accounting, budgeting, and payroll) and personnel services. Given the capital requirements needed to maintain technology, the school shall solicit contributions from community members, industry and charitable organizations.

The school contracts with Bali Business Management to undertake all services such as, budgeting, drafting of fiscal policies and procedures, fiscal reporting, account code structure development and implementation, and payroll services. Other services shall include tax preparation, banking services, financial planning, and attendance accounting. Bali Business Management will monitor our adherence to the fiscal laws and regulations governing charter schools. The firm currently provides fiscal consulting services to New Designs Charter School, which has been in operation for almost ten years.

Bali Business Management is a business-consulting firm that provides business services to charter schools. The principal of the firm has over 27 years of business management experience, including over three years of business management for the Accelerated High School in Los Angeles. Bali has consulted for several fiscally independent charter schools in California on the legislative intricacies of charter public schools and how they apply to daily operational procedures.

Food Service Program

Eligible students will be provided meals for free or at a reduced price through approved vendors. Any food service provider selected will agree to the inspection of its premises by County Department of Health Services.

Payment of Taxes and Other Obligations

New Designs Charter School will report to federal and state taxing authorities as required by law. The school will be responsible for payment of Social Security and all other applicable taxes.

The New Designs Charter School shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. The School shall provide the Los Angeles Unified School District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Specifically New Designs Charter School shall submit two interim reports prior to the end of the year as well as a final end of year financial report on a form to be provided by the school district. The Unaudited Year-End Actuals will be submitted by the deadline to be specified by District staff usually within two to three weeks after the close of the fiscal year.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

District-Owned Facilities

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

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:
 - (i) Pro Rata Share: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Pest Management: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

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

Potential Civil Liability Effects

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

A. Insurance

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured's and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and

against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

B. Fiscal Matters

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of

Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Internal Fiscal Controls

New Designs Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

Local Control and Accountability Plan

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

APPENDIX

Assurances and Affirmations

[New Designs Charter School] (also referred to herein as “[New Designs]” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)
- NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

Element 1 – The Educational Program

GENERAL INFORMATION

- The contact person for New Designs Charter School is _____.
- The contact address for New Designs Charter School is _____.
- The contact phone number for New Designs Charter School is _____.
- The proposed address or target community of New Designs Charter School is _____, which is located in Los Angeles Unified School District (“LAUSD” or “District”)
- Board District __ and Educational Service Center _____.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is _____.
- The number of students in the first year will be 500. _____.
- The grade level(s) of the students in the first year will be _____.
- The scheduled opening date of Charter School is _____.
- The admission requirements include:
- The enrollment capacity is 632 (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for Charter School will be:
- If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

ENGLISH LEARNERS

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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

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

SELPA Reorganization

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

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

prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

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

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

- End of Year Suspension.

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

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

The usual file including District ID.

- Norm day – 2013

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

- CBEDS – 2013 (Including Charter Schools)
- All Students enrolled December 1, 2013.

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

- Dropout 2012-13 (Including Charter Schools)

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

- Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)
- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

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

Element 2 – Measurable Pupil Outcomes and
 Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

GENERAL PROVISIONS

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

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

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit

integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

LEGAL AND POLICY COMPLIANCE

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

TRANSFER OF STUDENT RECORDS

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

Element 5 – Employee Qualifications

EQUAL EMPLOYMENT OPPORTUNITY

New Designs Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical

condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

New Designs Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

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

students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

Element 7 – Means to Achieve Racial and Ethnic Balance

COURT-ORDERED INTEGRATION

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

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

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

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

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, New Designs Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. New Designs Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. New Designs Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to

each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- New Designs Charter School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

Element 8 – Admission Requirements

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

In addition:

- a) P1, first week of January
- b) P2, first week of April
- c) Instructional Calendar – annually five weeks prior to first day of instruction
- d) Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions

for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - a) Was the misconduct caused by, or directly and substantially related to the student's disability?
 - b) Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the

pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

Pupils who choose not to attend New Designs Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

New Designs Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

REVOCAION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to New Designs Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of New Designs Charter School or the LAUSD Board of Education, the governing board of New Designs Charter School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how New Designs Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of New Designs Charter School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in New Designs Charter School within 72 hours of the Closure Action. New Designs Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). New Designs Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. New Designs Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, New Designs Charter School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of

the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. New Designs Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. New Designs Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
 3. The students' school districts of residence
 4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements
1. In addition to the four required items above, notification of the CDE shall also include:
 - A description of the circumstances of the closure
 - The location of student and personnel records
 2. In addition to the four required items above, notification of parents, guardians, and students shall also include:
 - Information on how to enroll or transfer the student to an appropriate school
 - A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
 - Information on student completion of college entrance requirements, for all high school students affected by the closure
 3. Notification of employees and vendors shall include:
 - The effective date of the school closure
 - The name(s) and contact information for the person(s) handling inquiries regarding the closure
 -

- b. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.
4. Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

New Designs Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

- a. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.
- b. Charter School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
- c. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.
- d. New Designs Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
- e. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- f. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

- g. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

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

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

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

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

New Designs Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by New Designs Charter School will be the responsibility of New Designs Charter School and not LAUSD. New Designs Charter School understands and acknowledges that New Designs Charter School will cover the outstanding debts or liabilities of New Designs Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. New Designs Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which New Designs Charter School participates, and other categorical funds will be returned to the source of funds.

New Designs Charter School shall ensure the completion and filing of any annual reports required.

These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.

These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

1. 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.
4. Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

New Designs Charter School shall retain sufficient staff, as deemed appropriate by the New Designs Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

New Designs Charter School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end New Designs Charter School’s right to operate as a charter school or cause New Designs Charter School to cease operation. New Designs Charter School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

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 and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

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

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

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

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

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

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

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

property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Pest Management: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

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

INSURANCE

Insurance Requirements

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

operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

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

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
- Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Internal Fiscal Controls

New Designs Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

Local Control and Accountability Plan

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