

Citizens of the World Silver Lake

Petition Submitted to the
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue
Los Angeles, CA 90017

Renewal Petition for a Five-Year Term (2025 - 2030)
Submitted: **August 22, 2024**

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations	3
Element 1 – The Educational Program	5
Element 2 – Measurable Pupil Outcomes and	132
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	132
Element 4 – Governance	140
Element 5 – Employee Qualifications	150
Element 6 – Health and Safety Procedures	170
Element 7 – Means to Achieve Racial and Ethnic Balance	174
Element 8 – Admission Policies and Procedures	178
Element 9 – Annual Financial Audits	183
Element 10 – Suspension and Expulsion Procedures	185
Element 11 – Employee Retirement Systems	206
Element 12 – Public School Attendance Alternatives	207
Element 13 – Rights of District Employees	208
Element 14 – Mandatory Dispute Resolution	209
Element 15 – Charter School Closure Procedures	212
Additional Provisions	219
Addendum	230

Assurances, Affirmations, and Declarations

Citizens of the World Charter School Silver Lake (also referred to herein as "Citizens of the World Silver Lake" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

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

“The annual goals for the charter school 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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan rotemplate adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall

be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter 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

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

1.1: GENERAL INFORMATION

<u>GENERAL INFORMATION</u>	
• The name and title of the contact person for the Charter School is:	Melissa Kaplan, Executive Director
• The contact address for Charter School is:	110 N. Coronado St. Los Angeles, CA 90026
• The contact phone number for Charter School is:	(323) 462-2840
• The current address of the Charter School is: o (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.	110 N. Coronado St. Los Angeles, CA 90026 2301-2323 Beverly Blvd. Los Angeles, CA 90057
• This location is in LAUSD Board District:	District 2
• This location is in LAUSD Region:	East
• The grade configuration of Charter School is:	TK-8
• The number of students in the first year will be (should align with year 1 of the rollout plan, as well as the budget) :	1196
• The grade level(s) of the students in the first year will be:	TK-8
• Charter School's scheduled first day of instruction in 2024-2025 is:	August 19, 2025
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	1196
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
• The bell schedule (ie daily hours) for Charter School will be:	TK - K: 8:15 a.m. - 2:45 p.m. 1st-3rd: 8:15 a.m. - 3:00 p.m. 4-5th: 8:15 a.m.-3:15 p.m. 6-8th: 8:10 a.m.-3:26 p.m. Shortened days will be: TK-K: 8:45 a.m.-1:15 p.m. 1st: 8:30 a.m. - 1:00 p.m. 2th - 5th: 8:15 a.m. - 1:15 p.m. 6th - 8th: 8:10am-12:55pm
• The term of this charter shall be from:	July 1, 2025 to June 30, 2030

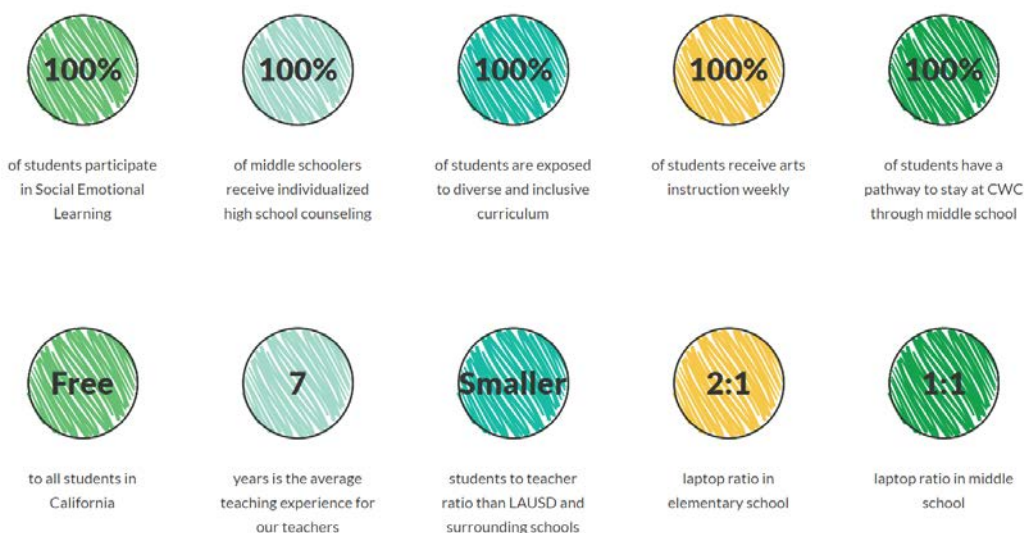
1.2 COMMUNITY NEED FOR CHARTER SCHOOL

Citizens of the World Charter School Silver Lake (henceforth additionally referred to as “CWC Silver Lake” or “CWC SL”) is a school located in the Historic Filipinotown neighborhood of Los Angeles, serving students from grades TK - 8. CWC SL is part of the Citizens of the World Los Angeles (henceforth referred to as “CWC LA”) network, alongside Citizens of the World Hollywood, Citizens of the World Mar Vista, Citizens of the World West Valley, and Citizens of the World East Valley. CWC SL was founded in 2012 and has served its community by providing students with a broad course of study under our Citizens of the World educational program.

The mission of CWC SL, and all CWC LA schools, is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

We believe that in today’s society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Children can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. We see every day the challenges our communities face in how people work across real or perceived differences. CWC Silver Lake represents the diverse makeup of the communities we serve, and we are proud to be part of the first national school network in the country that intentionally focuses on serving socio-economically and racially diverse classrooms.

We also know that in order for students to learn they must feel a sense of safety and belonging. While our world and communities have changed, many schools have not, rendering even the “best” ones today obsolete. Which is why both our instructional approach and our school composition aim to address not only the academic needs of the 21st century learner, but the social emotional ones as well.



1.2A: ACADEMIC PERFORMANCE DATA AND OTHER PERFORMANCE INDICATORS

Since its founding, CWC Silver Lake has demonstrated consistently high academic achievement, evidenced that it has and will continue to meet the needs of the community it serves. CWC SL provides a compelling option for families seeking quality schools in the Los Angeles community by providing a constructivist educational program, differentiated instruction, in-depth social-emotional learning, high degrees of parent engagement, and a student population that is uniquely diverse.

CWC Silver Lake is proud to have achieved strong academic performance over its years of operation. The school's academic performance is at least equal to the academic performance of the public schools that CWC Silver Lake's students would otherwise have attended and in many cases, outperformed the district and on par with the State of California.

CWC LA's regional office team and CWC SL's admin team regularly meet to review a broad range of performance data, from academics (including from our verified data source NWEA internal assessments, CAASPP data, and CA Dashboard data). Information is synthesized and both shared internally as well as presented to the Board. When presented to the Board, patterns are highlighted and embedded into the organizational and school-specific strategic plan.

As required by amendments to California's Education Code, Section 47604.5 via AB1505, the following data points reflect performance between 21-22, and 22-23. Further analysis and reflection will be discussed in the sections proceeding ("1.2B: Success of the Educational Program" and "1.2C: Areas of Challenge and How They Will Be Improved."

2021-22 CALIFORNIA DASHBOARD DATA

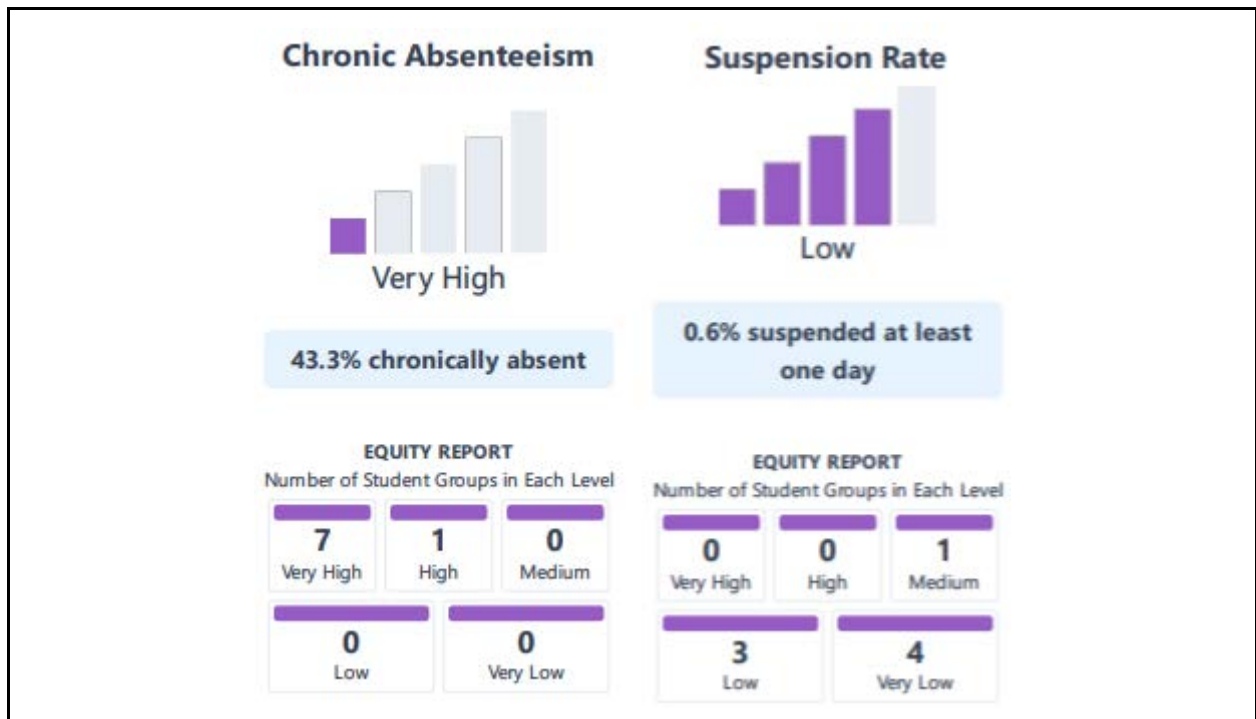
Local indicators,

The following standards are assessed as "met/not met." CWC SL **met** each of the following indicators in 2021-22:

- Access to Broad Course of Study
- Implementation of Academic Standards
- Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

CWC Silver Lake Performance on the 2021-22 California Dashboard:



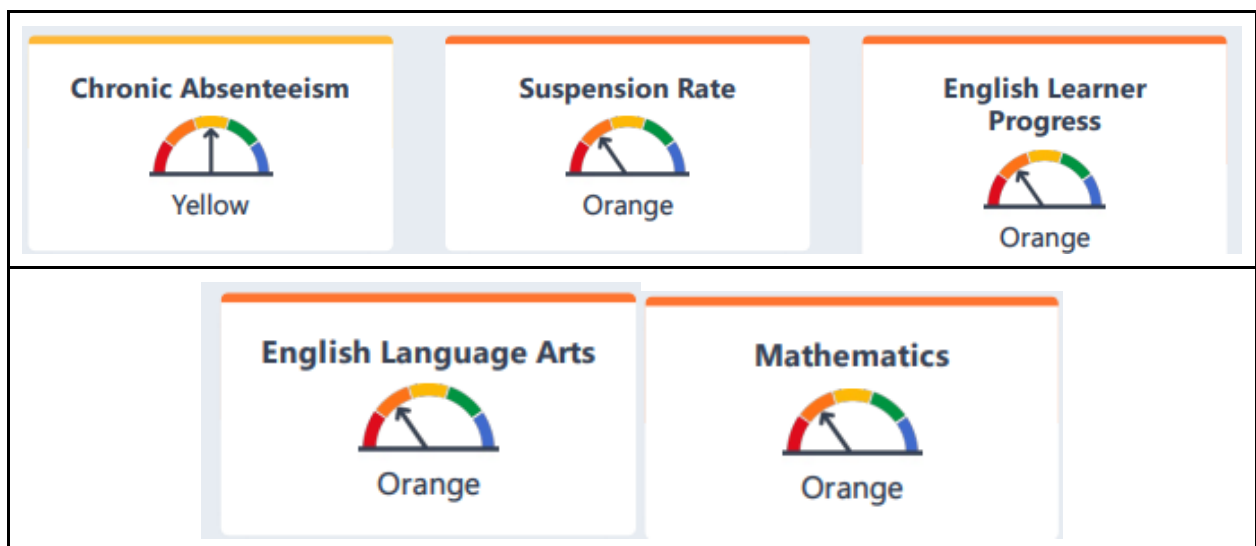


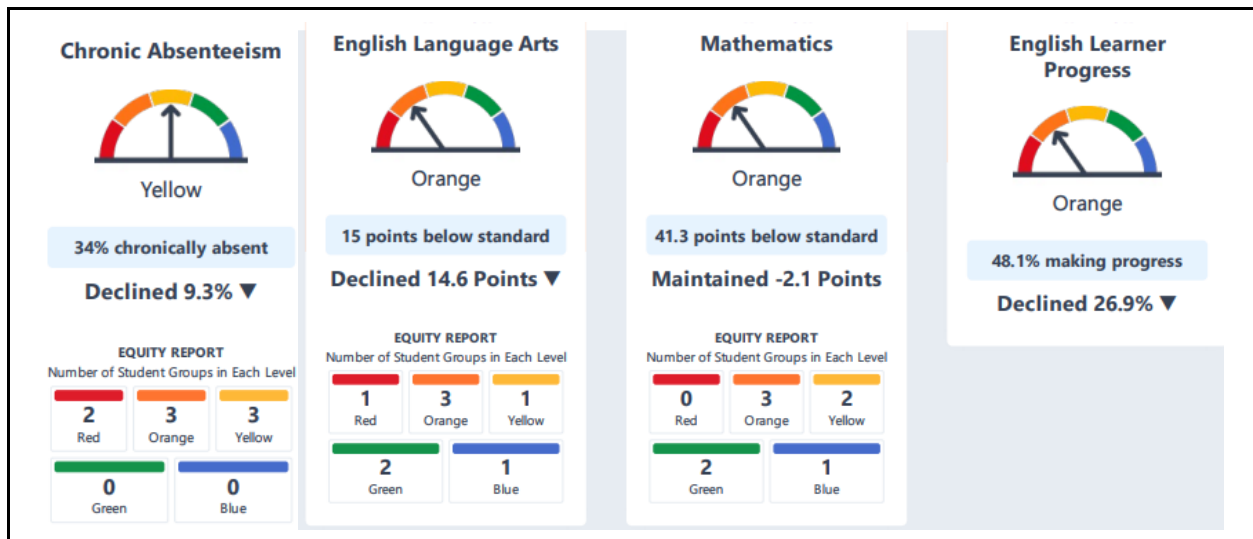
CWC Silver Lake Performance on the 2022-23 California Dashboard

Local Indicators:

The following indicators are rated on "met/not met" rubric. CWC SL met each of the following:

- Access to Broad Course of Study
- Implementation of Academic Standards
- Local Climate Survey
- Parent and Family Engagement
- Teachers, Instructional Materials, and Facilities





In addition to the academic data provided above, CWC Silver Lake has other measures to assess the school's performance and credibility, including:

- ACCREDITATION FROM THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES("WASC"):** CWC Silver Lake is proud to be fully Accredited for grades Kindergarten through 8th by the Accrediting Commission for Schools with WASC. The school received an initial accreditation in April 2015, which accredited grades K-5 (which fully covered the grade levels served at the time). CWC Silver Lake submitted a substantive change request to WASC to add the grade 6-8 program to the school's accreditation when the school expanded to include middle school which was approved. In 2021, a mid-cycle virtual visit was conducted during the pandemic year, and in 2024, the school's accreditation was approved for an additional six years, with this accreditation expiring in June 2030.
- Internal Reading Level Assessments:** This mirrors the changes we are making in the organization by being responsive to the data that truly give us the data we need to respond to student learning. For example, CWC Silver Lake has used Fountas & Pinnell ("F&P") to assess student reading levels within the elementary grade levels two times per year, since its inception in 2017. This has been particularly helpful for struggling readers in the upper grades, who are administered the WIST (Word Identification and Spelling Test) to help make intervention rostering decisions. In future years, CWC Silver Lake will be moving away from the use of Fountas & Pinnell and will instead use DIBELS and other standardized/curriculum-based assessments to understand students' strengths and areas of growth in the areas of decoding, phonemic awareness and comprehension. This assessment shift is taking place so that our evidence of student learning is connected more directly to grade level standards versus individual reading levels. We want to ensure we know, through DIBELS, curriculum based and other AB 1505 approved assessments how students are doing more precisely on ELA Common Core standards.
- NWEA Assessments:** As described further below, CWC Silver Lake administers Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") multiple times per year to assess student progress. NWEA's MAP testing is an adaptive evaluation that measures a student's skills and gives them an achievement and growth score based on the scores of similarly-aged students across the nation. NWEA was adopted in the 2013-2014 school year as a valid and reliable assessment tool by CWC. Students in grades 1-3 take the assessment three times a year and in grades 4th-8th twice a year (kindergarten is administered once at the end of the year) . With this verified data, we are able to track student achievement year over year during their entire education career at Silver Lake. After every administration, the regional team, alongside the school leadership analyzes the data. The co-principals then utilize this data with teachers to adjust instruction and

develop plans for intervention. Students are held to rigorous expectations no matter where they are in their learning. Measures help grow for equity and get students over the line of met standard.

- **Authorizer Reports:** CWC SL heavily prepares for each oversight visit to ensure the materials provided to LAUSD on an annual basis are thorough and an accurate assessment of the school, as well as to maintain a positive and transparent relationship with our authorizers. The findings from these reports offer valuable insights into the school's strengths and areas that need improvement. By carefully reviewing the feedback and recommendations provided in these oversight reports internally and with the board, each school can make informed decisions about instructional practices, resource allocation, and program development. This ongoing process of evaluation and adjustment ensures that the school remains aligned with its academic goals and continues to meet the needs of its student population. CWC SL is proud that governance and operations have a pattern consistently since the first year of the current charter.
- **Surveys:** Each CWC LA school demonstrates commitment to continuous improvement by the annual administration of Staff, Student, and Family surveys. These surveys are carefully designed to capture a comprehensive range of perspectives, ensuring that the voices of all stakeholders are heard. The results from these surveys are analyzed and tracked to identify trends, strengths, and areas for growth within the school culture to ensure each campus remains a warm and collaborative place to bolster student success.

1.2B: SUCCESS OF THE KEY AND INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

CWC Silver Lake provides a socio-economically, culturally, and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.

Three interrelated tenets have helped us achieve excellence and build an innovative educational program:

- **DIVERSITY:** We celebrate our racially and socioeconomically diverse community of learners.
- **ACADEMIC EXCELLENCE:** We create an academically rigorous and innovative experience for each of our students every day.
- **COMMUNITY:** We build a true school community in which all members – students, teachers, families, and community partners – not only have the opportunity to participate, but also feel welcome to actively engage in school life.

These three tenets drive the work we do at every level and are the basis for the success of the innovative features of our educational program: challenging, constructivist-based curriculum, intentional socio-economic and racial diversity, and a positive school culture. Read below for more information regarding their definitions and records of success.

Innovative Feature #1: Challenging, Constructivist-Based Curriculum That Inspires Critical Thinking, Creativity, and Develops an Intrinsic Passion for Learning

Our curriculum is grounded in rich educational theories of constructivism and realized through evidenced-based instructional practices, which serve as the means for each and every child to meet and exceed those standards. We aim to innovate by encouraging the use of diverse teaching methods. Accordingly, our school embraces a rigorous yet highly student-centered, constructivist, project-based approach to teaching and learning in which the core instructional practices of project-based learning are enhanced by teachers' rich repertoire of instructional strategies.

- **CONSTRUCTIVISM:** As constructivism is a theory about learning (and not a

description of teaching), no cookie-cutter teaching style of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. To this end, we have built interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We work to build classrooms in which students can build the skills they need to participate thoughtfully and effectively in our democracy in the years ahead. We structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develop conceptual understanding and self-knowledge.

- **PROJECT-BASED LEARNING/INQUIRY:** CWC Silver Lake schools define project-based learning or “Inquiry” as a curricular and pedagogical strategy that organizes students’ mastery of state standards in the core academic disciplines around hands-on constructivist projects. Grade-level teams of teachers develop integrated project-based learning units for science and social studies with tie-ins oftentimes to other disciplines as well. In creating project-based learning units, CWC Silver Lake relies on a few backwards-design and inquiry-focused frameworks. Specifically, CWC Silver Lake uses frameworks like *Teaching for Understanding*, an educational pedagogy that uses the following four questions as a foundation for its framework: *What topics are worth understanding? What about these topics needs to be understood? How can we foster understanding? How can we tell what students understand?* These same guidelines can be applied to teaching at all grade levels, even through higher education. As reflective learners, children connect what they have learned to their own lives. Rather than studying mathematics, then separately studying science, and then separately studying language arts standards, project-based learning integrates the skill and knowledge attainment through meaningful scenarios and around compelling and engaging topics. Thoughtful questions and activities help children synthesize their new knowledge and apply it to novel situations. Units provide students with multiple ways to approach material, participate, and demonstrate learning.
- **LITERACY INSTRUCTION:** A holistic approach to teaching the core skills of literacy with the strands of reading, writing, listening and speaking supported by the most current research. This includes systematic phonics and foundational literacy instruction in the earliest years to ensure our youngest students have a strong foundation of skills to build upon in future years. We also encourage the use of diverse mentor texts and authors to ensure that students can see themselves represented in the stories and people that they read, write and learn about in order to make stronger connections.
- **PROBLEM-BASED APPROACH TO TEACHING MATHEMATICS:** A problem-based approach to teaching math that draws upon principles of Cognitively Guided Instruction or CGI. Curriculum tools are carefully designed to develop students’ proficiency as mathematical doers and thinkers by engaging students in taking an active role in constructing their understanding.
- **GRADUAL RELEASE OF RESPONSIBILITY:** In some disciplines, teachers structure instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. In these cases, teachers are intentional about how to scaffold student learning so that students can ultimately apply their thinking and newly adopted set of skills more independently over time.
- **DATA-INFORMED INSTRUCTION:** Using data to inform instruction is integral to our program. Using results to evaluate, inform, and adjust instruction, we ensure that each student meets and exceeds Common Core and state standards while

developing a true lifelong passion for learning. Throughout the school year, teachers receive training and engage in spaces to dig into both summative and formative data. We monitor student progress via ongoing assessment that includes teacher observations of students at work, formative and summative assessments, and project-based work, in addition to standardized assessments. Teachers, supported by school leaders, analyze standardized and classroom-based assessment data. Through this analysis, we identify trends of mastery and difficulty for individual students, groups of students, and the class as a whole. Teachers and school leaders identify skills, concepts, and strategies in need of further instruction. Based on the trends, teachers determine whether whole class re-teaching, small group intervention, or individual support is the appropriate response.

- **WORKSHOP-BASED SMALL GROUP INSTRUCTION:**

In order to allow for a variety of small group instructional methods, CWC Silver Lake provides a staffing structure that provides a lower student-to-teacher ratio compared to many local school districts. In grades TK-K, there is a Lead Teacher and Student Support Associate in every room and shared support of varying kinds at grade levels above TK/K. Staffing structures and our instructional model allow for small group instruction that helps to promote instructional differentiation. This may sometimes look like a teacher running a small group while a Student Support Associate monitors independent work, partner games, and other learning activities that might take place throughout the classroom. All of this results in a rigorous workshop-based model that includes whole and small-group instruction and differentiation to meet the needs of our students. In the middle school grades, CWC Silver Lake aims to maintain a small student-to-teacher ratio of 28 students (or fewer) to ensure that this individual attention can occur. Since we've opened our doors, CWC Silver Lake has worked hard to refine the mechanisms and content of such workshop-based instruction to ensure our small group work is continually getting more targeted and purposeful. Further, our staffing structure includes instructional support staff to meet the needs of every child.

A critical component of the education at CWC Silver Lake is how social justice topics/learning is integrated into our project-based learning and curriculum, as mentioned above. We believe this is where we see success of this feature and our mission – this approach places a particular emphasis on teaching our students that they are citizens of the world and changemakers, whereby they take interest in and responsibility for their critical roles in the broader social fabric and how they can advocate for equal opportunity and the dignity of others. Embedded into academic units, students are asked to think about and engage in ideas that compel them to think about positive social change. Students put to use what they are learning through the academic curriculum and apply it to topics that ask them to think critically about how society and our planet has evolved for good or bad while asking them to think about how to make the world a better place in the future.

For instance, a sixth-grade class might look at racial, ethnic, and socioeconomic segregation in public schools as part of a math unit on statistics, and in third-grade students might study people who have impacted the world by creating a live history museum where students transform into the person they are studying. Students succeed in performance based tasks that are assessed through rubrics that align to the standards and goals of any unit, and we've seen results in CWC Silver Lake's outperformance on CAASPP when compared to the State and District, as detailed in 1.2A above. This further proves our students not only cultivate important citizenry but are also developing important academic skills at the same time.

Innovative Feature #2: Intentional Socio-Economic and Racial Diversity

Our city, and our increasingly global economy, require that individuals interact collaboratively and cooperatively with people each day who have different perspectives, values, and knowledge other than their own. Our school is an effective working model of the larger society

students will someday join. Interacting with, learning from, and learning alongside students from different cultures, races, socio-economic backgrounds and more will benefit our students by allowing them opportunities to understand how to effectively work with others from different backgrounds. When CWC Silver Lake students graduate from our school, they will possess the skills to be successful in a diverse community and world. Independent social science research, underscored by actual results from CWC Silver Lake's initial charter term, continues to highlight the benefits of a diverse student body in improving academic achievement for all students.

CWC Silver Lake promotes diversity through the enrollment of its students, and data supports the diversity of the school's student body. In 2023-24, our student body included:

- 63% of students qualified for free or reduced price meals
- 16% of students qualified as English Learners
- 16% of students qualified for Special Education services
- 79% are students of color, with:
 - 52% of students identified as Latino;
 - 7% African-American;
 - 13% Asian, Filipino, or Pacific Islander;
 - 7% belong to at least two categories.

In order to maintain the diversity of our student population, we implement an Outreach Plan that includes targeted efforts to recruit many different students, including those who are at risk of low achievement, students who qualify for special education, students whose families qualify for free or reduced-price lunch, and other students belonging to traditionally under-represented subgroups. Student recruitment and community outreach efforts is targeted to neighborhoods in which CWC Silver Lake is located, which includes many socioeconomically distressed households. Our outreach efforts include:

- Sharing our information with all local Head Start programs, preschools and daycares serving socio-economically disadvantaged students of color;
- Sharing our information with other schools serving socio-economically disadvantaged students of color;
- Providing flyers at community events, religious institutions, businesses, libraries, parks and other civic institutions targeting socio-economically disadvantaged students and families of color;
- Providing flyers, tours, and other information in Spanish and Korean;
- Utilizing our parent body to spread additional information about CWC Silver Lake to their friends and families;
- Reaching out to socio-economically disadvantaged families who are accepted to ensure that they enroll, giving new families access to other families and/or staff who can be very specific in answering customized questions and who can provide individualized answers to families in multiple languages.

Our community outreach efforts are conducted by school leaders, staff, parents, and volunteers, some of whom will be socio-economically disadvantaged and in a traditionally under-represented subgroup themselves. More information regarding recruitment and enrollment efforts can be found in Elements 7 and 8 of this document.

This outreach plan is working. Since its opening, CWC Silver Lake has had an increase in students who meet federal poverty guidelines. Using a weighted admission preference for families eligible for free or reduced-price lunch, combined with significant and varied outreach efforts listed above, the percentage of students qualifying for free or reduced-price lunch as follows:

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
%age of students who are socioeconomically disadvantaged ¹	50.0	45.4	43.6	46.2	56.0	56.2	65.4

Additionally, CWC Los Angeles is grateful for the large-scale recognition of its school, including from case studies:

- Teachers College, Columbia University: Moving the Needle on Desegregation: https://www.tc.columbia.edu/media/news/images/2021/august/TC-Diverse-by-Design_Final.pdf
- A study from Stanford's Center for Research on Education Outcomes (CREDO) evaluated the academic progress of students enrolled in charter schools in the United States. The current report identified **Citizens of the World Los Angeles** as a "Gap Buster" organization. <https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf>

Innovative Feature #3: Community Building, Social-Emotional Learning, and Positive School Culture

We know all parents want the best for their children and see it as our responsibility to work with families to understand how and where they can best play a part in our school community so that 100% of families are engaged.

At CWC Silver Lake, we commit every day to providing a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. Our high parent satisfaction, and low suspension rates, as described further below, are evidence that our mission and the culture that drives that mission have been effective. In places where there is opportunity for improvement, such as attendance and chronic absenteeism, strategies put in place appear to be yielding desirable results - see below for more details.

1. **SOCIAL-EMOTIONAL LEARNING EMBEDDED IN DAILY ROUTINES:** Students participate in daily community-building activities and ongoing social-emotional learning lessons, including mindfulness. During this time, students are equipped with the knowledge, skills, and tools within a supportive and nurturing environment, where they can see, experience, and practice positive communication, conflict resolution, and mutual respect. Through a mixture of scaffolded activities, role-playing, direct instruction, and other authentic experiences, students are given the opportunities to use and practice conflict resolution skills and strategies as they build community in their classroom and in the school. At the elementary school, a program called Active Citizens trains upper elementary school students to run group activities during recess and to offer peer support when conflicts arise on the playground with younger students. These Active Citizens students are developing leadership skills while helping students resolve conflicts collaboratively. Additional school and classroom practices like Morning Meetings and Closing Circles are all important elements that CWC Silver Lake students experience on a regular basis to promote social-emotional learning and community building. Additionally, in many classrooms there is a practice of running Circles, which build community and are a key component of a restorative approach to working through any conflict that may arise. At the middle school, in addition to social-emotional learning practices embedded into the curriculum, all students maintain an advisory course called Roots, where social-emotional learning is directly taught. In this class, students confront topics such as identity, diversity, conflict resolution, stereotyping, and

¹ Source: California Department of Education Socio-economically Disadvantaged Key Indicator Data collected from CALPADS Fall 1 data submission

bias, with the goal of helping students and teachers create inclusive classrooms and spaces for belonging. Moreover, each Friday, each Roots class engages in a community circle to build community amongst students and/or to repair harm that may have been caused. After the lunch period, each classroom engages in "Calm-O'Clock," which is a student-focused meditative and mindful practice to prepare students to engage in instruction. CWC Silver Lake strongly believes teaching social-emotional skills to all students directly correlates with the success of the positive school culture and discipline framework outlined in the next bullet

2. **POSITIVE DISCIPLINE FRAMEWORK AND ITS IMPACT ON SCHOOL CULTURE:** At CWC Silver Lake, we firmly believe that in order to have a peaceful school where students feel safe to focus on learning and deep collaboration with peers, a positive school culture is a must. Our philosophy towards social-emotional education and discipline focuses on responses to misbehavior that are educational and logical while always maintaining the emotional and physical safety for our whole community. To do this, the CWC Silver Lake team works together to develop behavioral expectations and procedures that are consistent with the Positive Discipline Model², in which we use both kindness and firmness to co-create relationships that embed both care and accountability. Positive Discipline is a program developed by Dr. Jane Nelsen. It is based on the work of Alfred Adler and Rudolf Dreikurs and designed to teach young people to become responsible, respectful and resourceful members of their communities. Positive Discipline teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others). We believe that children are hardwired from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Jane Nelsen gives the following five criteria for effective discipline that's:
 - a. Is Kind and Firm at the same time. (Respectful and encouraging)
 - b. Helps children feel a sense of Belonging and Significance. (Connection)
 - c. Is Effective Long-Term. (Punishment works short term, but has negative long-term results.)
 - d. Teaches valuable Social and Life Skills for good character. (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
 - e. Invites children to discover how Capable they are and to use their personal power in constructive ways.

The Positive Discipline models are aimed at developing mutually respectful relationships. Positive Discipline teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive. Through enacting frameworks like Positive Discipline, CWC SL is endlessly proud of the continual work to:

- Create a welcoming school culture.
- Hire culturally competent staff that supports our school's mission and works to build the culture we desire.
- Adopt practices such as Restorative Practices that respond to and respect children's diverse needs.
- Implement a culturally responsive curriculum that allows students to learn about social and emotional intelligence in addition to core academic subjects.
- Maintain a safe, organized, and clean learning environment.

CWC Silver Lake additionally attributes the success of this innovative feature as a result of having dedicated personnel who both monitor the daily attendance of each child, and build strong relationships with families which enables trust/support/ability to communicate effectively. We are proud that this approach has resulted in several measures of positive

² <https://www.positivediscipline.com/about-positive-discipline>

school climate, including:

IMPROVED ATTENDANCE FOR ALL STUDENTS, WITH SIGNIFICANT REDUCTIONS IN CHRONIC ABSENTEEISM: CWC Silver Lake is proud to report that average daily attendance has steadily increased over the past three years. This success is largely attributed to our strong, inclusive school culture, which fosters a sense of belonging and community among students. Additionally, increased comfort and confidence in returning to in-person learning post-COVID have been crucial in improving our attendance rates. Our research into chronic absenteeism revealed two primary groups: families of TK-1 students still adjusting to regular school attendance and more affluent families who have the flexibility to travel or keep children home when needed. To address these challenges, we have implemented targeted interventions, including parent workshops, personalized support strategies, and school culture days designed to make school an even more attractive place to be. As a result, our chronic absenteeism rate has decreased in one year, and we are confident that continued efforts will lead to even greater improvements in the years ahead.

Average Daily Attendance (ADA) Rates at CWC SL		
School Year	2021-22	2022-23
Rate	89%	91%

Chronic Absenteeism at CWC SL		
School Year	2021-22 (official Dashboard Data)	2022-23 (Official Dashboard Data)
Rate	43%	34%

Chronic Absenteeism Statewide		
School Year	2021-22 (Official Dashboard Data)	2022-23 (Official Dashboard Data)
Rate	30%	24%

NO EXPULSION RATE / LOW SUSPENSION RATES: CWC Silver Lake has not expelled any student over the term of its charter and attributes the fostering of a strong school culture and efforts for community building mentioned.

The return to in-person learning is not without challenges, however, as evident by a slight rise in suspensions. In all cases, CWC SL is on par with the State performance on the California Dashboard for the respective sections. More information on this challenge is detailed in section 1.2D.

CWC Suspensions and Expulsions Between 2021-2023		
School Year	2021-22	2022-23
Suspensions	.6%	3%
Expulsions	0%	0%

Statewide Suspensions and Expulsions Between 2021-2023		
Year	2021-22	2022-23
Suspensions	3.1%	3.5%
Expulsions	.05%	.03%

DEVELOPING CITIZENRY THROUGH SOCIAL JUSTICE CURRICULUM:

At CWC Silver Lake, a cornerstone of our educational approach is the integration of social justice themes into our project-based curriculum, reflecting our commitment to nurturing informed, compassionate, and active global citizens. We believe that education goes beyond the acquisition of academic knowledge; it encompasses fostering a deep understanding of equity, fairness, and the importance of advocating for positive social change.

Within our academic units, students are not only encouraged but are also actively guided to critically examine societal structures and issues, exploring diverse perspectives and the underlying causes of injustice. By engaging with these topics, they are prompted to think critically about their role in society and how they can contribute to creating a more equitable world. This approach allows students to connect their learning with real-world challenges, empowering them to become proactive individuals who are not just aware of social justice issues but are also inspired to take meaningful action.

Through this integration, our students are equipped with the skills and mindset necessary to question the status quo, develop empathy, and pursue transformative change, ensuring that they leave our school as well-rounded individuals ready to make a positive impact in their communities and beyond.

This topic and its success are further detailed in Innovative Feature #1 above and we see one of many successes through a quote from the WASC Self-Study report, which cites “upon walkthroughs in multiple teachers’ classrooms at the elementary and middle school, it was evident that teachers were teaching academic content standards, but with a restorative approach, which include the following: Equitable participation and engagement in class and incorporating equitable participation structures, [Anti Racist; Anti Bias] planning and accountability, heritage months education and school wide celebration, analyzing data using an equity lens and differentiating instruction accordingly. Making sure that in every conversation about data teachers are looking specifically at how students from historically marginalized populations are doing. This includes ensuring that students of color, students with disabilities and students from other historically marginalized populations are not disproportionately represented in suspension and expulsion data.”

DEDICATION TO FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT:

We believe that parent involvement is essential for student academic success. Accordingly,

we seek to provide opportunities for parents to feel both welcomed at our school and involved. We pay regular attention to ensuring all families have the opportunity to participate, as well as frequently communicate with parents about their child's progress and the organization's work in addition to information about family education workshops and school community activities. Through structures like regularly scheduled Principal's Councils, Family Committees, parent education workshops, coffee with the Co- Principals, weekly bulletins, detailed progress reports and parent-teacher or student-led conferences, we not only partner with families in support of student learning but also to strengthen our community by extending the reach of the cross-cultural connections that are forged in our classrooms to the larger community as well.

As a way to measure family involvement and satisfaction, CWC Silver Lake conducts annual parent satisfaction surveys. These surveys serve as critical indicators of how well the school is serving the needs of all families. We constantly work to achieve high response rates from families, averaging nearly 90% schoolwide year-over-year.

Below we share key data from these surveys over the last two years, which show both high results overall as well as some increases between 2022-23 and 2023-24.

CWC Silver Lake - Family Satisfaction Survey ³ (Percentage Indicating Agree/Strongly Agree)			
Survey Question	21-22	22-23	23-24
Does your child feel a sense of belonging at their school?	81%	76%	80%
How much do you feel like your family belongs at your school?	77%	70%	75%
How much do you believe your school is realizing the CWC mission and values?	80%	79%	76%
To what extent do you think that children experience joy going to your child's school?	78%	74%	77%
How well does your school support your child's academic growth and development?	71%	69%	73%

This data highlights the high degree of parent satisfaction at CWC Silver Lake across a broad range of topics, as well as the consistency of these high ratings. While we are proud of these results, we are constantly striving to improve them further.

We retain approximately 80% of our students and on caretaker surveys, families cite the presence of CWC SL in community events that celebrate and demonstrate CWC's commitment to diversity, equity and inclusion (such as Pride and AAPI Festivals) as reasons for donating [over 50% of our families donate meaningfully (in finances, resources, and/or time) to the program throughout any given school year], as well as in rating high on the caretaker surveys.

Innovative Feature #4: Graduate Dispositions:

In addition to a rigorous core academic curriculum, we also want to make sure that we are preparing our students to emerge as a new generation of leaders – ready to work across lines of difference, solve complex problems, and contribute to their communities in a meaningful way. We have defined a set of habits and characteristics that we aim for all of our graduates to

³ Source: CWC Silver Lake survey data

possess upon leaving Citizens of the World Charter Schools. You can think of Graduate Dispositions as our “ultimate student outcomes.” We focus our curriculum and lesson planning in a way that maximizes the development of these skills, customized to each students’ grade and specific needs.



We define the following definitions for each term:

- SELF
 - **Self-Understanding:** Identifies and understands one’s own emotions, thoughts and behaviors. Understands one’s passions, strengths and limitations. Recognizes the impact of context and others’ perceptions, and uses self-awareness to respond thoughtfully. Engages in continuous self-reflection.
 - **Self-Efficacy:** Independent, disciplined and self-motivated. Consistently sets and achieves goals.
 - **Critical Thinking:** Analyzes, evaluates and applies information to ask questions, develop ideas, construct arguments and solve problems. Considers multiple perspectives, both from the past and present, when analyzing situations.
 - **Adaptability:** At ease with ambiguity and the unknown, knowing that it is an important step to finding clarity. Open-minded and able to manage rapid growth, change and disruption.
- TOGETHER
 - **Connection:** Expresses ideas and thoughts through verbal, nonverbal and written communication. Adjusts communication based on the purpose of the message, context and audience. Builds understanding by listening, asking questions, testing assumptions, and applying examples. Internalizes multiple viewpoints to inform communications.
 - **Collaboration:** Learns cooperatively with others to achieve a common or complementary goal. Encourages the contributions of others, through active listening, providing feedback and drawing on individual strengths. Responds to group dynamics, including issues of power and control.
 - **Cultural Competency:** Understands one’s own identity and story. Can initiate and build constructive relationships with others, across lines of difference. Understands issues of privilege and power, as well as one’s cultural norms and biases. Leads across diverse groups in different contexts, using an asset-based lens.
 - **Empathy:** Acts with kindness and compassion towards living and nonliving aspects of one’s environment. Senses how another person feels, and can take another’s perspective.
- WORLD
 - **Systems Thinking:** Sees the connections and relationships between things

(people, places and ideas) over time. Identifies and predicts complex patterns of behavior. Connects seemingly unrelated ideas to solve problems, innovate, and imagine new ways.

- o **Global Advocacy:** Evaluates issues from multiple perspectives and identifies the role one can play to promote change locally and in the world. Acts courageously, making sacrifices for the greater good. Works alongside others as global citizens to pursue justice with shared respect for human dignity.
- o **Lifelong Learning:** Demonstrates curiosity and the desire to discover new things. Asks complex questions to develop understanding. Has deep and broad content knowledge.

Our student-centered learning model prepares each citizen of the world to emerge as a new generation of leaders, building strong communities both within and beyond the classroom. We are incredibly proud that through these graduate dispositions, thousands of our alumni go on to achieve remarkable success in school and in life. We maintain strong connections with our families through personalized high school counseling, where 7th and 8th grade students and their families receive step-by-step support throughout the high school enrollment process. Counselors and designated staff at our middle schools conduct one-on-one meetings with students and provide workshops for caregivers to enhance their understanding of high schools in Los Angeles and beyond.

We believe that true success is determined by the paths our students choose after high school graduation—whether it's attending a prestigious university, pursuing a passion, or achieving a goal they once thought was out of reach. CWC Silver Lake is proud to have played a part in their educational journey.

While we take immense pride in the dedication and impact of our team at Citizens of the World, we are equally appreciative of the recognition and validation we have received from esteemed external organizations. One such recognition comes from the Chan Zuckerberg Initiative, a leading foundation known for its commitment to advancing educational equity and innovation. They conducted an in-depth case study on Citizens of the World, spotlighting our program as a model of success, particularly emphasizing our approach to fostering graduate dispositions. This feature underscores the effectiveness of our holistic educational practices and reinforces our commitment to nurturing well-rounded, socially conscious individuals who are prepared to thrive in an ever-changing world. You can read more about this case study and our program's achievements on their official website here:

<https://chanzuckerberg.com/newsroom/whole-child-case-studies/>

1.2C: SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

CWC Silver Lake is committed to ensuring all of its students are receiving the personalized support they need and deserve, including a thorough process for monitoring data. The CWC LA Board of Directors ("CWC LA Board") has institutionalized several practices that drive data-informed decision-making at each school in the network, and requires each school to report on school goals (including academic achievement, community, and fiscal goals & benchmarks) at board meetings. Academic data is disaggregated by subgroup, performance band, grade level and other dimensions. The Board monitors students' progress towards defined achievement targets for each part of the school year cycle, and, most importantly, the co-Principals and other instructional leaders report actions to be taken in response to the data trends. The CWC LA Board has set the routine of talking about important matters such as student achievement on a regular basis and as a result, can authentically understand how CWC Silver Lake is progressing toward important subgroup goals, as well as other and school goals.

As mentioned above, special attention is paid to climate data that indicates students' sense of belonging. This data is taken 1-2 times a year by older students, caregivers and staff and asks a series of questions that are designed to measure how effective our program is at ensuring all students feel safe and included in the educational program. Data is disaggregated by race, class and other important subgroups to determine if we are meeting the needs of all learners.

This process ensures every student is able to succeed in their learning styles and have their unique needs met for success. CWC Silver Lake addresses these needs in a holistic manner, through the implementation of numerous educational strategies:

Success of the Educational Program #1: Innovative and Rigorous Differentiated Learning Within Project-Based Units

In addition to the differentiated instruction that occurs within the core academic subjects (reading, writing, and math), students encounter rigorous, creative and joyful learning experiences within their inquiry science and social studies blocks, a hallmark of the CWC instructional model. These Inquiry units contain ongoing assessments designed to monitor students' developing understanding and which teachers use to adjust their instruction accordingly.

In CWC Silver Lake's elementary school grades, we use an adapted version of the Teaching for Understanding Framework developed at Harvard University to create integrated science and social studies units. In CWC Silver Lake's middle school grades, teachers create projects both within and across subjects. All of CWC Silver Lake's projects not only embed standards (Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), and the remaining California state standards), but also are delivered with our constructivist approach. Embedded within these project-based Inquiry units are hands-on activities that require students to apply their academic skills and understanding of a topic in a multitude of ways. These units prompt the kind of high-level critical thinking that we know to be essential when developing the minds of 21st-century learners who can not only succeed on standardized tests but can collaborate and successfully work through multiple aspects of complex analysis and problem-solving. Predicated on CWC Silver Lake's firm belief in and value for students having multiple intelligences and varied ways to convey academic mastery, it is not uncommon to observe students writing and singing songs or creating a video piece or producing a podcast episode to express their understanding of a concept. Not only do we see these projects as ways to make learning fun, but we also appreciate them as authentic and rigorous experiences that differentiate learning and engage our students in a novel way.

Additionally, while our science and social-studies-based curriculum embeds the necessary grade-level standards and high expectations of learning for all students, the projects included in these units are open-ended enough that students who are high achieving can take them to the

next and higher levels of sophistication. At CWC Silver Lake, teachers have a detailed understanding of their students' academic development and capabilities – all of which provides our teachers with a keen sense of how to push each student specifically to ensure that our hands-on projects are not only creative but are full of differentiated ways for all students to push themselves as thinkers and based on CCSS and NGSS standards. In the design of projects, teachers ensure that projects align with the state standards for that given grade level and content area. These standards are assessed through NWEA assessments multiple times per year, as well as through unit assessments. The quality of projects is monitored by administrators to ensure that they are teaching appropriate state standards.

The success with inquiry project-based learning is reflected in CWC Silver Lake's overall student data as demonstrated in State test scores. While that data is more directly tied to our students' performance in ELA and mathematics, inquiry learning cultivates the critical-thinking and problem-solving skills that are also needed for success within more standardized assessments like the CAASPP. Additionally, given the cross-curricular and interdisciplinary nature of this work, important ELA and mathematics content is built as well, especially given the rich and authentic opportunities for students to read and write through any inquiry unit.

The CAASPP and the Common Core State Standards are specifically designed to evaluate not just students' basic knowledge, but also their ability to apply this knowledge in complex, real-world situations. These assessments emphasize higher-order thinking skills, such as analyzing, synthesizing, and evaluating information, which are crucial for success in both academic and life contexts.

Our program's focus on Differentiated Learning within Project-Based Units directly supports the development of these critical thinking skills. By tailoring instruction to meet the diverse needs of our students and engaging them in projects that require them to explore, question, and solve problems, we cultivate their ability to think deeply and creatively. This approach allows students to apply academic concepts in novel ways, which is a key component of what the CAASPP and Common Core aim to measure.

As a result, we believe that our emphasis on differentiated, project-based learning is a significant factor in our students' improved test scores. It equips them with the skills to tackle performance tasks with confidence, think critically, and develop innovative solutions, reflecting the true depth of their understanding.

As a comparison point, CWC SL regularly outperforms LAUSD and is on par with the State. That said, maximizing achievement for all subgroups is always a prominent thought for instructors and school leaders and is taking active steps for continued growth,

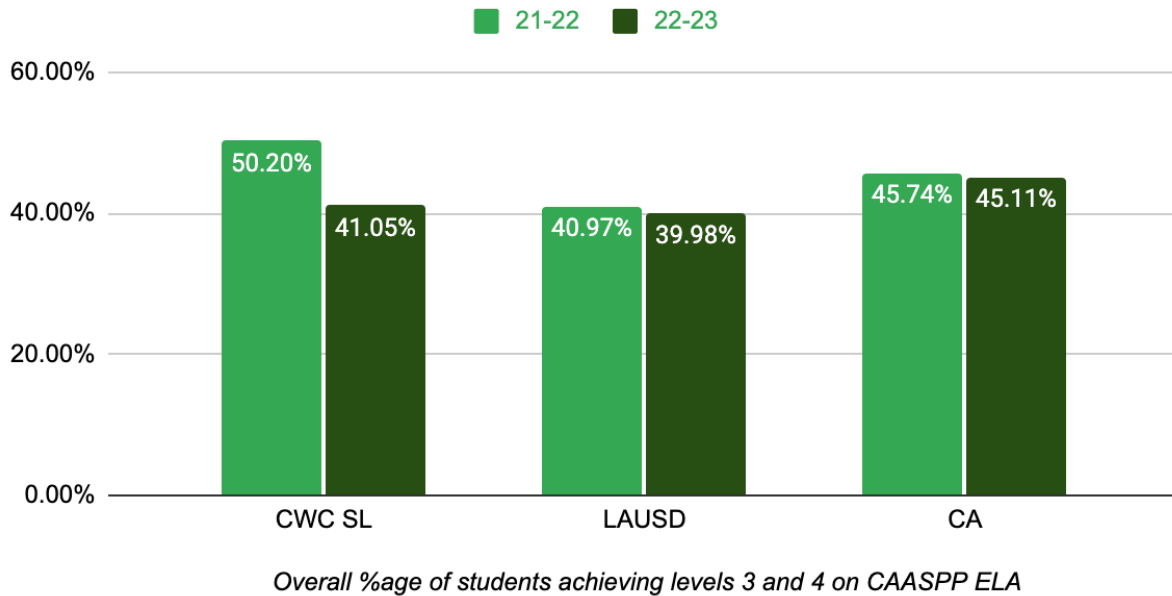
One of CWC SL's notable achievements was the effective implementation of enhanced Tier 2 and Tier 3 supports for foundational literacy and numeracy. These supports were designed to provide targeted interventions tailored to each student's specific needs. In the classroom, students received differentiated instruction, utilizing research-based strategies to address gaps in their foundational skills. After school, additional support was provided, allowing for more intensive, small-group instruction that reinforced the concepts learned during the day.

To ensure the interventions remained effective and responsive, students were re-rostered each trimester. This regular reassessment allowed educators to closely monitor student progress, adjust support levels as needed, and swiftly address any emerging challenges. By continuously refining and adapting their approach, Silver Lake was able to create a dynamic and responsive support system that significantly contributed to student growth.

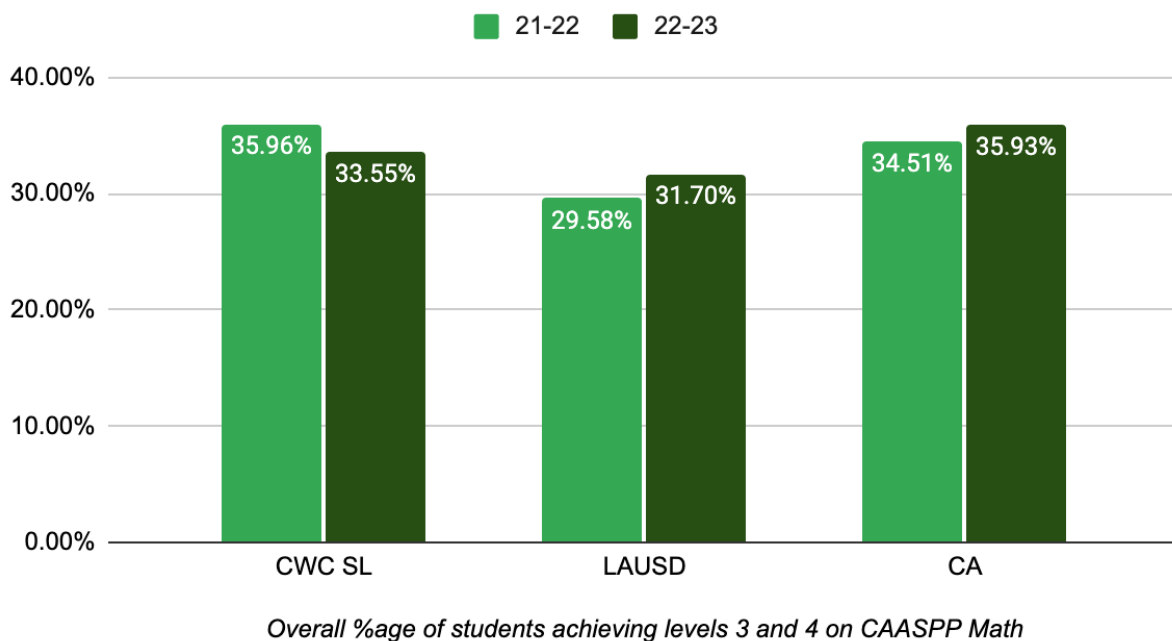
This multi-tiered support system not only helped struggling students catch up but also played a critical role in closing achievement gaps. It reflects Silver Lake's broader commitment to providing an inclusive, equitable education that meets the diverse needs of all learners,

preparing them for long-term academic success. More information on interventions can be found in Element 1.

21-22 & 22-23: CAASPP English Language Arts (ELA) Performance



21-22 & 22-23: CAASPP Math Performance Grades 3-8



Success of the Educational Program #2: Differentiated Learning Within Workshop-Based Classrooms

In addition to project-based learning, it is the daily, targeted and rigorous workshop-based instruction that allows us to deliver an education program that has a high impact on all students' achievement. These practices provide instruction that is geared toward students' particular needs, level, pacing, and approach. It is within our small group structure that teachers have the flexibility to refine what they are targeting to meet students' needs and move each student to the next level across subjects. In grades 6-8, small groups are provided in multiple ways: differentiated instruction in each class, smaller class sizes than comparable schools in District schools, master schedules that allow students to receive additional instruction in core subjects such as ELA and math, and developing a master schedule with enrichment classes with smaller class size. In addition to the full battery of summative assessments we conduct regularly, our teachers collect daily anecdotal evidence that captures students' ongoing work. Based on that daily source of information, teachers make dynamic decisions regarding the focus of small group instruction each day and whether groups need to be re-configured in any way to best meet the needs of the students in their class.

Differentiation, as part of a Multi-Tiered System of Supports (MTSS - further detailed in Element 1.28), plays a crucial role in addressing individual student needs by leveraging various data points. For a real-life example, when a CWC SL student's NWEA scores showed a decline from the beginning to the middle of the year, it was decided to extend their intervention into a second cycle. This decision proved beneficial, as the student demonstrated continued progress on Tier 2 monitoring probes and consistently achieved mastery on Tier 1 end-of-unit assessments. By the end of the year, their NWEA Reading score had advanced to the 57th percentile, reflecting significant growth. The teacher noted a marked improvement in the student's confidence and participation, which translated into better performance in whole-class settings. The student moved beyond reliance on counting strategies and mastered recall of math facts within 10, alongside a deeper understanding of math vocabulary. This example underscores how targeted interventions, driven by data, can effectively support and enhance student learning.

Success of the Educational Program #3: Data for Students with Disabilities and English Learners

CWC Silver Lake has maintained a rigorous focus on supporting every student's needs. The student achievement outcomes described above (e.g., CAASPP comparative data in the tables above) demonstrate that while there is much room for improvement (and we take active steps to monitor), in most cases we are performing at similar levels as the State, when not outperforming.

To continue the momentum of slow-but-steady improvement, Silver Lake attributes the following actions as indicators to continued positive trajectory :

-
- A dedicated Assistant Principal was appointed in 2021 to support special education staff, English Language Development (ELD) staff, and provide coaching to general education teachers. This newly created role immediately made an impact by offering targeted guidance and enhancing instructional practices across multiple areas. As a result, the school saw improvements in collaboration among staff and more effective support for students' diverse learning needs
- **Commitment to Diversity, Equity, and Inclusion (DEI)** helps our Differently Abled Learners to the classroom because teachers become more adept at recognizing diverse learning needs and adapting teaching methods that honor student's strengths and challenges, as well as incorporation of their cultural background into their learning experience.
- **Increased ELD Standards Expertise:** During a staff development session at CWC Silver Lake, the Co-Principal highlighted the growing proficiency of staff in applying ELD

strategies, a critical factor in selecting the pilot curriculum to better serve English learners. "Staff members have become increasingly proficient in employing English Language Development (ELD) strategies, demonstrating a deep understanding of ELD standards based on professional development provided during staff training. This expertise was identified as a key criterion in the successful selection of our pilot curriculum, ensuring it aligns with and supports our commitment to meeting the needs of English learners." - CWC Silver Lake Co-Principal

Students With Disabilities

The data below shows that CWC Silver Lake students with disabilities are outperforming students with disabilities in LAUSD District-wide in terms of performance on CAASPP assessments. In addition, CWC Silver Lake is proud to have a similar percentage of students qualifying for special education compared to LAUSD District-wide (15% for CWC Silver Lake and 16% for LAUSD District-wide).

Percentage of Students With Disabilities Achieving Levels 3 and 4 on CAASPP ⁴			
Math	CWC Silver Lake	LAUSD District Wide	CA State
2022-23	17%	10%	12%
2021-22	7%	8%	11%
ELA	CWC Silver Lake	LAUSD District Wide	CA State
2022-23	20%	12%	16%
2021-22	18%	12%	16%

Percentage of Students With Disabilities Enrolled			
Year	CWC Silver Lake	LAUSD District-Wide	CA State
2023-24	15%	16%	14%
2022-23	15%	15%	13%
2021-22	14%	15%	13%

English Learners

CWC Silver Lake has maintained a significant focus on supporting English Learners to both reclassify and once reclassified, demonstrate success academically. CWC Silver Lake is pleased that the school exceeded the reclassification rate for both LAUSD resident schools and the LAUSD District-wide average in 2022-23, as shown below.

We are proud not only that we are reclassifying English Learners, but also that our reclassified students (Reclassified Fluent English Proficient ("RFEP") students) are performing very well after they are reclassified. In 2021-22, CWC SL changed the reclassification criteria to ensure that all students, regardless of their language background, have the opportunity to succeed. By incorporating differentiated instruction, culturally responsive teaching, clear pathways for progression, comprehensive professional development, data-driven decision-making, inclusive

⁴ Source: California Department of Education CAASPP Test Results

parent engagement, and access to advanced courses, schools can create a more inclusive and supportive environment. Importantly, the changes do not compromise academic rigor; instead, they ensure that all students are challenged appropriately and supported to achieve excellence. Due to the pandemic, there was a surplus amount of students who were overdue to be assessed for reclassification between the school years 2019-20 and 2020-21. With the return to in-person learning and with the new reclassification criteria, CWC SL was thrilled that over 75% of English learners were making progress towards their goals, earning them a “Very High” score on the California Dashboard. The following year, the school is perceived to have a decline on the dashboard, however, a significant amount of this is because “change from previous year” is factored into the dashboard color. Since there was no backlog, and the updated reclassification data had already been implemented, a more stable percentage was perceived as a drop.

The analyses based on 2022-23 CAASPP in the CA dashboard demonstrate three important conclusions about the strong performance of CWC Silver Lake’s RFEPs:

- CWC Silver Lake RFEPs are outperforming RFEPs in LAUSD in ELA and Math
- CWC Silver Lake RFEPs are outperforming students who only speak English at CWC Silver Lake
- CWC Silver Lake’s RFEPs are outperforming English Only (“EO”) students at a higher level than RFEPs in LAUSD

Reclassification Rates	21-22	22-23
CWC Silver Lake	6%	14.50%
LAUSD District-wide	17.00%	12.10%
State-wide	14.50%	11.20%

Level	Percentage of RFEP Students Achieving Levels 3 and 4 on CAASPP (2022-23) ⁵ - ELA				
	CWC Silver Lake	LAUSD	State	Difference to LAUSD	Difference to State
RFEP	51%	45%	58%	+6%	-7%
EO	45%	47%	51%	-2%	-6%
Level	Percentage of RFEP Students Achieving Levels 3 and 4 on CAASPP (2022-23) ⁶ - Math				
	CWC Silver Lake	LAUSD	State	Difference to LAUSD	Difference to State
RFEP	43%	29%	37%	+14%	+6%
EO	35%	36%	39%	-1%	-4%

Percentage of RFEP Students Achieving Levels 3 and 4 on CAASPP, as per the California

⁵Source: California Department of Education CAASPP Test Results

⁶Source: California Department of Education CAASPP Test Results

Dashboard.

Level	2021-22 ⁷ - ELA				
	CWC Silver Lake	LAUSD	State	Difference to LAUSD	Difference to State
RFEP	58%	47%	59%	+11%	-1%
EO	54%	48%	52%	+6%	+2%
Difference	+4%	-1%	+7%		
Level	2021-22 ⁸ - Math				
	CWC Silver Lake	LAUSD	State	Difference to LAUSD	Difference to State
RFEP	42%	28%	26%	+14%	+16%
EO	38%	34%	38%	+4%	+0%
Difference	+6%	-6%	-12%		

ENGLISH LEARNERS - CWC SILVER LAKE SUBGROUP COMPARED TO STATE OF CALIFORNIA SUBGROUP, CAASPP

Year	Math			ELA		
	CWC Silver Lake	State of CA	Difference	CWC Silver Lake	State of CA	Difference
2017-18	20%	12%	+8%	14%	12%	+2%
2018-19	21%	12%	+9%	13%	12%	+1%
2021-22	16%	9%	+7%	19%	12%	+7%
2022-23	11%	10%	+1%	6%	11%	+5%

Source: California Department of Education CAASPP Test Results

The following data is also included on the Dashboard:

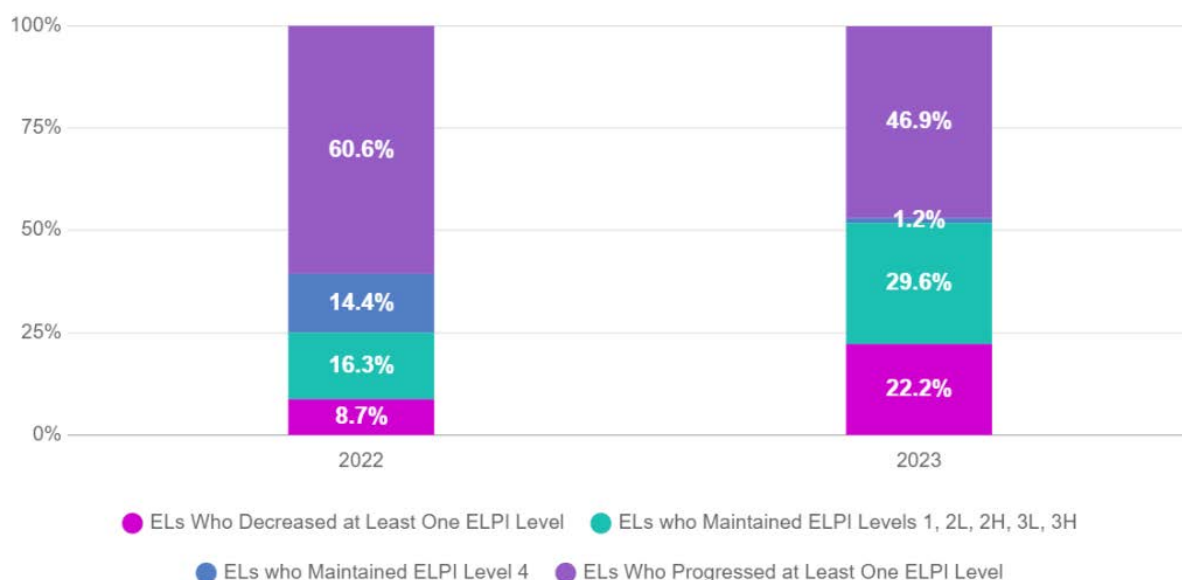
⁷ Source: California Department of Education CAASPP Test Results

⁸ Source: California Department of Education CAASPP Test Results

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



English Learner Progress

All Students

State



75% making progress towards English language proficiency

English Learner Progress

All Students

State



48.1% making progress

Declined 26.9% ⬇️

Success of Educational Program #4: Response to COVID 19 Global Pandemic

In March of 2020, CWC LA was forced to quickly transition to remote learning due to the COVID 19 global pandemic. CWC LA worked hard to minimize the impacts of the school closure on students and families by maintaining the elements of the educational program during this period while trying to also provide synchronous and asynchronous opportunities for learning that are in keeping with screen-time limits that are developmentally appropriate for each grade band. In addition, Special Education services were provided to our students to the greatest extent possible; the following services transitioned to a fully "pull out" and virtual model: counseling, occupational therapy, academic resource services, and speech and

language.

Our elementary school students had a mixture of synchronous learning via Zoom and asynchronous work, all of which was structured and balanced to be developmentally appropriate for all grade levels, TK - 5. Generally, in order to maintain a sense of community, students still started the morning via Zoom for a Morning Meeting where setting the tone for the day, community-building, schedule-sharing and other important class news was shared. Following that, there was generally some shared learning via Zoom that occurred throughout the morning - e.g. a phonics or math lesson. After synchronous learning occurred, students would often either be assigned asynchronous independent tasks and/or be asked to join small group instruction via zoom. In spite of the challenges of the time, CWC was proud of the structures we put in place to maximize time with students online and to maintain elements of small group instruction, an important aspect of the CWC learning model. Teachers also beautifully adapted CWC content to make the work as hands-on and as engaging as possible, even finding ways to inquiry -project-based learning still occurring in some fashion. CWC electives/specials teachers also held a combination of synchronous and asynchronous engagements, ensuring that students had access to the critical components of the program as well. CWC Silver Lake worked hard to distribute technology to students who needed it as well as other manipulatives, workbooks and learning tools that students might need at home..

Our middle school grades were learning synchronously in all courses after a one day transition—which was used to ensure all students had necessary equipment and that teachers were trained in the usage of Google classroom and Zoom. Our students in these grade levels learned synchronously with built in blocks of asynchronous work time until their return to in-person learning.

During remote learning, we quickly began adopting innovative learning approaches utilizing technology to support instruction. Additionally, we also provided extensive professional development to help our teachers transition to remote learning.

In addition to the core curriculum we widened the access to special classes such as music, art, foreign language, and other elective courses by pooling teachers in the region and allowing our students to virtually engage and learn from expertise from multiple CWC schools.

Moreover we also prioritized social emotional well-being. We did this by offering virtual buddy lunch groups for students, counseling, and referrals/ resources for families to meet the broader mental health needs of our community.

These dedicated, student-centered initiatives have significantly impacted subgroup performance. While we acknowledge the challenges posed by the COVID-19 pandemic in the following section, and are keenly aware of the drop in performance before-and-after, we are encouraged by the resilience our students have shown and remain committed to supporting their academic growth and recovery. The following data points highlight how CWC Silver Lake consistently outperforms the state, particularly among key subgroups, according to the California Dashboard.

English Learners - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA

2017-18	20%	12%	14%	12%
2018-19	21%	12%	13%	12%
2021-22	16%	9%	19%	12%
2022-23	11%	10%	6%	11%

Source: California Department of Education CAASPP Test Results

Students with Disabilities - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA
2017-18	25%	13%	21%	15%
2018-19	27%	14%	21%	16%
2021-22	7%	13%	18%	16%
2022-23	17%	12%	20%	16%

Source: California Department of Education CAASPP Test Results

African American - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA
2017-18	13%	21%	26%	32%
2018-19	25%	22%	44%	32%
2021-22	19%	17%	33%	29%
2022-23	18%	17%	33%	30%

Source: California Department of Education CAASPP Test Results

Asian - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA
2017-18	73%	74%	67%	76%

2018-19	87%	75%	64%	77%
2021-22	69%	70%	75%	75%
2022-23	61%	70%	62%	75%

Source: California Department of Education CAASPP Test Results

Caucasian - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA
2017-18	70%	55%	81%	64%
2018-19	68%	56%	85%	65%
2021-22	52%	50%	70%	60%
2022-23	55%	49%	71%	61%

Source: California Department of Education CAASPP Test Results

Hispanic/Latinx - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA
2017-18	34%	28%	40%	38%
2018-19	34%	29%	37%	40%
2021-22	18%	22%	29%	35%
2022-23	19%	23%	24%	36%

Source: California Department of Education CAASPP Test Results

Two or More Races - Percentage of Students Achieving Levels 3 and 4 on CAASPP, as per the California Dashboard

Year	Math		ELA	
	CWC Silver Lake	State of CA	CWC Silver Lake	State of CA
2017-18	62%	55%	79%	64%

2018-19	70%	56%	58%	65%
2021-22	50%	48%	76%	59%
2022-23	61%	49%	61%	60%

Source: California Department of Education CAASPP Test Results

1.2D: AREAS OF CHALLENGE AND HOW THEY WILL BE IMPROVED IN THE NEW CHARTER TERM

At CWC Silver Lake, we are a team of continual learners, constantly striving to provide the best educational experience for our students, day in and day out. A number of areas that we are focused on developing in the coming years include:

Area of Challenge #1: Impact of Covid 19 Global Pandemic

As mentioned above, we are enormously proud of how both our community of educators and families stepped up and pivoted at an incredibly fast pace amidst plenty of uncertainty. Teachers and school staff provided solutions to make a seamless and supportive transition during a time of turmoil. We have included the subgroup performance compared to the state as a win, but also recognize it has affected the progress of those students, compared to the progress that was being made before the pandemic.

Despite the tremendous efforts of our educators and families to ensure a seamless and supportive transition during this tumultuous period, the aftermath had an undeniable effect on student progress. Like many schools across Los Angeles and the nation, we witnessed a widening of opportunity gaps, leading to lower academic proficiency levels and an increase in social-emotional needs among students. The disruption of routines and the isolation experienced during the pandemic severely hindered the development of essential social skills, resulting in a notable rise in dysregulated behaviors and increased demands on our educators. Additionally, the pandemic caused a significant decrease in enrollment as many families relocated to communities outside Los Angeles.

As we transitioned back to in-person instruction in the spring of 2021, we faced significant challenges, particularly in addressing student behavior and well-being. Teachers observed an increase in behavioral issues, which not only added to their workload but also contributed to teacher burnout. This period underscored the need for targeted interventions and support systems to help students reacclimate to the classroom environment and to support educators in managing the additional pressures.

While we are proud of the resilience our students have shown and the gains made in key areas, the impact of the pandemic has highlighted areas where we must intensify our efforts. CWC Silver Lake has consistently outperformed state averages on the CAASPP, particularly among English Learners and students with disabilities. However, gaps persist, especially for Hispanic/Latino students, socio-economically disadvantaged students, and students with disabilities. Although our performance in ELA and math compares favorably with LAUSD and the state, we recognize that we are still falling short of our standards of excellence. To address these challenges and close the achievement gaps, we have implemented several targeted strategies:

1. **Enhanced Instructional Support:** We have intensified content coaching, particularly in mathematics at the middle school level, and increased support to ensure continuous improvement in classroom management and rigor. Our adoption of a new ELA curriculum focuses on delivering rigorous and accessible instruction to all students, ensuring that differentiated instruction meets the diverse needs of our student population.
2. **Data-Driven Interventions:** We are committed to using evidence of student learning to

inform instruction and differentiation. Frequent formative assessments allow us to identify students at risk of falling behind and implement timely interventions, ensuring that all students are making steady progress toward meeting or exceeding state standards.

3. **Culturally Responsive Teaching:** Recognizing the importance of students' cultural backgrounds, we are embedding diverse perspectives and culturally relevant content into our lessons. This approach aims to create a more inclusive learning environment, fostering greater engagement and academic achievement among all students.
4. **Family and Community Engagement:** We are strengthening our collaboration with families and the broader community through workshops, regular communication, and community events. By engaging parents more deeply in their children's education, we aim to create a support system that extends beyond the classroom, equipping them with the tools and knowledge needed to support their children's learning at home.

These strategies reflect our commitment to continuous improvement and equity. By addressing the specific needs of our diverse student population, we are confident that CWC Silver Lake will not only improve student outcomes but also foster a more inclusive and supportive learning environment for all.

Area of Challenge #2: Professional Development and Curricular Resources:

The post-pandemic period brought significant challenges to CWC Silver Lake, compounded by the simultaneous hiring of a large number of new teachers due to large turnover as many teachers nation-wide left the profession for multiple reasons. Integrating the new educators into our school's unique educational model, which emphasizes progressive values and constructivist approaches, proved complex. Constructivism, while promoting student-centered learning, is often misunderstood as "free-range learning." In reality, it requires a well-structured curriculum that guides students while allowing them the freedom to explore and learn.

New teachers, unfamiliar with CWC Silver Lake's specific approach, faced difficulties in adapting to this model. The challenge was exacerbated by the need to equip these educators with high-quality instructional practices essential for implementing the curriculum effectively. Without this preparation, the progressive philosophy, which ideally fosters organic learning, can be misinterpreted and inconsistently applied, leading to reduced student engagement and suboptimal educational outcomes.

Additionally, the statewide teacher shortage intensified the situation. Delays in hiring further strained the school's ability to provide timely and adequate support to the incoming teachers. This shortage not only affected the onboarding process but also placed additional pressure on existing staff, who had to manage the integration of new hires while continuing to address the diverse needs of their students. These challenges highlighted the need for robust support systems and targeted professional development to ensure a smooth transition and the effective implementation of the school's educational model.

Solutions and Next Steps: CWC Silver Lake is committed to addressing these challenges by reinforcing its educational practices and support systems. As part of the regional team, the school regularly engages in curriculum reviews to ensure the use of materials that align with current research, are culturally relevant, and foster collaboration across diverse student backgrounds. In 2020, all CWCLA schools implemented Illustrative Mathematics, a standards-aligned and culturally responsive problem-based math program. More recently, the schools undertook a curricular review and adoption process for English Language Arts, aiming to provide students with the most culturally responsive and rigorous standards-aligned program to develop as fluent readers and proficient writers.

These curriculum updates have been accompanied by aligned professional development to support teachers in the effective implementation of these programs. Additionally, CWC Silver Lake is in the initial stages of adopting a science curriculum for grades 6-8 that aligns with NGSS

standards and meets the usability and alignment criteria set by EdReports.

To further support teachers, the school leadership team participated in intensive coaching through the Relay Graduate School of Education, focusing on best practices in teacher coaching. Leaders will routinely observe classrooms and provide feedback using the research-based Get Better Faster Rubric. The school is also emphasizing the importance of high-quality Tier I instruction, with school leaders working alongside teachers in bi-monthly data team meetings to assess and address gaps in student learning.

Moreover, CWC Silver Lake is implementing targeted intervention efforts—before, during, and after school—to meet the needs of all students in a timely manner. These efforts are designed to ensure that more robust intervention programming continues to evolve in the years to come, ultimately leading to improved student outcomes across all subgroups.

Area of Challenge #3: Providing Authentic Opportunities for Agency and Voice for Staff

Within our school, we have learned that in order to attract and retain staff who are invested in our model and willing to work hard on behalf of it, we have needed to develop a more systemized and formal approach to engage staff in leadership and decision-making roles connected to the development of our larger program outside of any one single classroom. This is informed through staff surveys, feedback forms from professional development series and anecdotal discussions.

To that end, we focused on creating new leadership roles for staff over the past several years and plan to continue to do so. For example, we have developed a grade-level leadership program for teachers in grades TK-8. These teachers help lead professional development for grade-level colleagues and also help lead the development of project-based units, and scope and sequence progressions in ELA and math. The existence of grade level leads helps to retain experienced teachers and provide them with leadership opportunities that support their skills as facilitators of adult learning and collaboration. These leadership roles will focus on various areas of improvement, including both school-level and regional initiatives. An example of this is the existence of Math and Literacy Instructional Leadership teams (ILTs). Teachers who have been selected to be on either the Math or Literacy ILT have content expertise and years of experience that poise them to help co-lead this work with colleagues. ILT members report in feedback forms and focus groups that being on such is a key reason for staying at CWC and feeling developed as a teacher-leader on campus. Lastly, the school has opportunities for both certificated and non certificated staff to participate in the Principal's Council, an advisory board, which helps support the administration in developing the LCAP, aligning budgets, and other key decisions that impact the school community.

All of these efforts result in high teacher retention rates at CWC Silver Lake. Between the 2023-24 and 2024-25 school years, CWC Silver Lake achieved an impressive staff retention rate of 92%. This marks a significant milestone in the school's ongoing efforts to create a stable and supportive work environment. However, this success was not achieved overnight. Historically, staff retention has been a challenge, prompting CWC Silver Lake to make concerted efforts to foster a positive school culture and a warm, inclusive environment. These efforts have been guided by feedback from regular staff surveys, which highlighted the importance of a supportive community and professional growth opportunities.

During this same period, the school experienced a significant development: teachers filed a petition to unionize. CWC Silver Lake's leadership responded by standing in partnership with this decision, recognizing it as an opportunity to further enhance the staff experience. By embracing the unionization process, the leadership is committed to continuing to improve and develop various aspects of the work environment. This collaborative approach underscores CWC Silver Lake's dedication to listening to and addressing the needs of its staff, ensuring that all educators feel valued, supported, and integral to the school's mission.

STAFF SURVEY - % OF RESPONDENTS WHO SELECTED HIGH OR HIGHEST OPTIONS ON THE RATING SCALE

Staff Survey	2020-21	2021-22	2022-23	2023-24
Q1: How affirmed do you feel for your unique background and identity at your school?	83.3%	77.8%	62.5%	n/a
Q2: How much do you feel like you belong at your school?	83.3%	88.9%	62.5%	63%

TEACHER RETENTION RATES

Teacher Retention Rates	2017-18	2018-19	2019-20	2020-21	2022-23
Including Teachers Moving out of LA	76%	79%	88%	82%	80%
Excluding Teachers Moving out of LA	82%	82%	91%	90%	85%

1.3: STUDENT POPULATION TO BE SERVED

CWC Silver Lake serves students in grades TK-8.

CWC Silver Lake serves the socioeconomically, racially and culturally diverse neighborhoods of Silver Lake, Echo Park, Los Feliz, Koreatown, Historic Filipinotown, and East Hollywood. These neighborhoods are based in the following zip codes: 90004, 90026, 90027, 90028, 90029, 90038 and 90039. The Charter School is open to all students within those grade levels, as described in greater detail in Element 8. Outreach efforts for additional students in 2025-26 and for incoming students thereafter will be focused on the area bordered by N. Wilton Place to the west, 3rd Street to the south, the Los Angeles river to the east, and Los Feliz Boulevard to the north.

CWC Silver Lake provides families a public charter school option with a intentionally diverse student body that offers a unique opportunity for their children to prepare for global citizenship. With so many inequities and challenges facing our society – systemic poverty and racism, climate change, violence, conflict rooted in cultural differences, and more – students will face significant societal challenges when they graduate from high school. Our graduates will need to not only navigate these challenges for themselves, but our hope is that they will also be future change makers finding innovative solutions to address inequities and challenges facing our society. It is our goal that our students will become global citizens with the savviness and integrity to change the world for the better.

For additional context regarding the neighborhood, and CWC’s choice to serve in this neighborhood, Silver Lake has transitioned from a working-class neighborhood to one that is increasingly gentrified, and its tenants reflect a wide range of socioeconomic statuses. While it has become popular among affluent young professionals and creatives, leading to rising property values and rent, this has displaced some long-term, lower-income residents. These families have faced systemic underinvestment and the lingering effects of redlining, which have limited opportunities for wealth accumulation among its primarily immigrant and

working-class residents. The socioeconomic disparity underscores the broader issues of economic inequality and displacement in Los Angeles.

Despite this gentrification, Silver Lake remains a progressive community that values social justice, a principle that CWC Silver Lake's program strongly embodies and seeks for our students to uphold.

As a part of the curriculum, ample opportunities are provided for students to develop their interests in a variety of extracurricular settings such as through school clubs. The school facilitates many clubs based on student interest; recent offerings include world languages, drama, karaoke room, sports (basketball, volleyball, soccer), fashion, Biology buddies, Women's history, STEM 101, and student council.

With such a rich and diverse student body, CWC Silver Lake is able to provide a dynamic, joyful and culturally diverse environment in and outside of school. This includes a robust events calendar filled with cultural celebrations such as the Hispanic Heritage Cultural Food Festival in October, Asian American, Native Hawaiian, Pacific Islander (AANHPI) Night Market in May, Black History Programming in February and the FestivALL Pride Celebration that happens at the close of every school year. All of which are shared with caretakers and the broader CWC community through weekly newsletters, end-of-week wrap-ups from teachers, and other communication highlights via the community-facing hub, ParentSquare. These events showcase food, fun and other educational programs that allow the entire community to learn about each other. There also exists opportunities for students and families across all grade-levels to showcase and share their cultural heritage inside the classroom including sharing favorite stories through read-alouds, songs and traditions that tie into the project-based curriculum they are learning about.

The data below highlight the diversity of the CWC Silver Lake target community based on several demographic characteristics⁹

- 8% of households have income less than \$15,000
- 7% of households have income between \$15,000 and \$24,999
- 16% of households have income between \$25,000 and \$49,999
- 28% of households have income between \$50,000 and \$99,999
- 26% of households have income between \$100,000 and \$199,999
- 14% of households have income greater than \$200,000

The data above shows the socioeconomic diversity of the school's targeted geography. Approximately 31% of households are earning below \$50,000 annually, an amount that is approximately comparable to Free and Reduced Price lunch qualifying income levels, which is lower than CWC Silver Lake's Free and Reduced Price lunch population of 50%. In addition, there are also 14% of households earning \$200,000 or more.

The general population demographic breakdown of the CWC Silver Lake region demonstrates the following¹⁰:

- 30 % are Caucasian
- 49 % are Hispanic/Latino
- 13 % are Asian
- 4 % are African-American

⁹ American Community Survey (ACS) 2022 (5-Year Estimates) (SE), ACS 2022 (5-Year Estimates), Social Explorer; U.S. Census Bureau; please note that the census tracks to not map precisely to the geographic boundaries but are very close

¹⁰ American Community Survey (ACS) 2022 (5-Year Estimates) (SE), ACS 2022 (5-Year Estimates), Social Explorer; U.S. Census Bureau; please note that the census tracks to not map precisely to the geographic boundaries but are very close

- 4 % are Other

1.4: ENROLLMENT ROLL-OUT PLAN

CWC Silver Lake is a TK-8 Charter School; enrollment projections for the charter term are included in the table below.

Grade	2025-26	2026-27	2027-28	2028-29	2029-30
TK	26	26	26	26	26
K	104	104	104	104	104
1	104	104	104	104	104
2	104	104	104	104	104
3	104	104	104	104	104
4	104	104	104	104	104
5	104	104	104	104	104
6	182	182	182	182	182
7	182	182	182	182	182
8	182	182	182	182	182
Total	1,196	1,196	1,196	1,196	1,196

Class sizes are approximate and subject to change based on budget and context each year at the school. In grades TK, we will meet the state class and teacher ratio requirements. We anticipate In grades K: 24-26 students, 1st-5th: 26-28 students, and 6th-8th: 26-30 students.

GOALS AND PHILOSOPHY

1.5: MISSION AND VISION

The mission of Citizens of the World Silver Lake is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

CWC Silver Lake provides a high-quality education for all students from transitional kindergarten (TK) to grade eight, laying the foundation for future school, professional, and personal success. By drawing on one of Los Angeles' greatest assets – the diversity of the people who call our city home - we seek to ensure that unlike many of the current public school offerings in the area, *all* of the diverse members of this remarkably unique neighborhood are active participants in our school. In this way, we would create a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic, and socioeconomic diversity of the neighborhood. CWC Silver Lake prepares students for success in college, a diverse society, and a global economy by drawing upon these school design characteristics and exceptional organizational leadership at all levels.

1.6: EDUCATED PERSON IN THE 21ST CENTURY

CWC Silver Lake has developed and successfully implemented our instructional framework with the end goal of laying the foundation so that students graduate from high school equipped to thrive in the 21st century.

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently, cooperatively within a group, or as a leader. An educated person thinks creatively, reflectively and critically. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, **an educated person seeks to be a productive, caring, and responsible citizen of the world.**

In creating our philosophical foundation, we have drawn on empirical research, our practical experience as educators, and ongoing and in-depth consultations with school leaders through the CWC network and other school leaders around the country. Together, the philosophies presented herein form the foundation for our practices and programmatic elements and are presented more fully in the Curricular and Instructional Designs, and . in 1.10: Overall Curricular and Instructional Design in particular.

In the book *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – and What We can Do About It*¹¹, Tony Wagner makes the argument that, “Schools haven’t changed; the world has. And so our schools are not failing. Rather, they are obsolete—even the ones that score the best on standardized tests.”

As we seek to prepare students to succeed in the 21st century, we embrace the accountability that accompanies charter schools. We believe that ensuring that students achieve excellent scores on standardized tests and a strong understanding of content standards is a baseline necessity. However, we also acknowledge that:

Rigor that matters most for the twenty-first century is demonstrated mastery of the core competencies for work, citizenship, and life-long learning. Studying academic content is the means of developing competencies, instead of being the goal, as it has been traditionally. In today's world, it's no longer how much you know that matters; it's what you can do with what you know.

In crafting our understanding of what it means to educate students for the 21st century and its implication for our academic program, we have drawn on Wagner’s definition of what it means to be college, career, and citizenship-ready and the “Seven Survival Skills” that he identified:

1. Critical Thinking & Problem Solving
2. Collaboration Across Networks & Leading by Influence
3. Agility & Adaptability
4. Initiative & Entrepreneurialism
5. Effective Oral & Written Communication
6. Accessing & Analyzing Information
7. Curiosity & Imagination

We define college and career readiness in broad ways to ensure that students are fully prepared for the set of challenges they will face after graduating from high school. Our definition includes academic preparation (for example: content acquisition from various subjects as well as critical thinking and problem solving skills), as well as the various skills

¹¹ -*The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – and What We can Do About It*, 2008, p. xxi

needed for success in our complex society (for example: taking initiative, oral communication skills, curiosity and others). By including both academic skills and other competencies in our definition of an educated person in the 21st century, CWC Silver Lake will successfully prepare students for success and persistence in college and careers.

CWC Silver Lake also includes “technological literacy” as integral to several of the skills named above. As an example, Item 6: Accessing Analyzing Information of the “Seven Survival Skills” requires the capacity to “manage an astronomical amount of information flowing into their work lives on a daily basis¹²” via technology. Determining which sources are most relevant as they seek to integrate multiple sources of information on the same topic is crucial to *Critical Thinking and Problem Solving*. *Effective Written Communication* requires students to utilize technology to produce and publish writing.

Given that the success of the CWC program is not merely tied to our students’ achievement on standardized tests, we have created eleven Graduate Dispositions, which were previously detailed in “1.2B: Innovative Features of the Educational Program #4”, are habits of heart and mind that we hope students will possess upon their graduation from CWC. These graduate dispositions are organized into the three larger categories of Self, Together and World, each of which encompass different skills we aim to cultivate within and between our students. As a reminder, the graduate dispositions are:

Citizens of the World’s Graduate Dispositions

- “Self”
 - Self-Understanding
 - Self-Efficacy
 - Critical Thinking
 - Adaptability
- “Together”
 - Communication
 - Collaboration
 - Cultural Competency
 - Empathy
- “World”
 - Systems-Thinking
 - Global Advocacy
 - Lifelong Learning

1.7: HOW LEARNING BEST OCCURS

Learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as needed, and with the involvement of their families in their education.

We present the following building blocks of our theory of effective learning:

- **Constructivism:** a theory of learning and knowing
- **Gradual release of responsibility:** an instructional model that presents a process in which the responsibility is released from the teacher to the student
- **Family Involvement that Promotes Student Learning**
- **Feeling a Sense of Belonging**

¹² -The Global Achievement Gap: Why Even Our Best Schools Don’t Teach the New Survival Skills Our Children Need – and What We can Do About It, 2008, p. 36

CONSTRUCTIVISM

Constructivism, a psychological theory, was initially based on the research of Jean Piaget and Lev Vygotsky and continues to develop in the work of Jerome Bruner, Howard Gardner, and others. The constructivist approach to learning is further validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.¹³

At its most basic level, the constructivist theory of learning means that new knowledge must be constructed from existing knowledge. New knowledge is incorporated into one's existing framework unless that framework is challenged. The children's book *Fish Is Fish* by Leo Lionni provides a vivid and straightforward illustration of this core idea.

Fish Is Fish (Lionni, 1970) described a fish who is keenly interested in learning about what happens on land because it can only breathe in water. It befriends a tadpole who grows into a frog and eventually goes out onto the land. The frog returns to the pond a few weeks later and reports on what he had seen. The frog describes all kinds of things like birds, cows, and people. The book shows pictures of the fish's representation of each of these descriptions: each is a fish-like form that is slightly adapted to accommodate the frog's descriptions – people are imagined to be fish that walk on their tailfins, birds are fish with wings, cows are fish with udders. The tale illustrates both the creative opportunities and dangers inherent in the fact that people construct new knowledge based on their current knowledge. (Bransford et al, 1999, p.11)

While the story of *Fish Is Fish* appears simple and childlike, the core tenets apply to learning at all levels and ages. Brooks and Brooks emphasize in *The Case for Constructivist Classrooms* (1999) that "...[w]e construct our own understandings of the world in which we live" (p. 4). Those constructions can be misconceptions, incorrect, or incomplete, unless something challenges that construction, forcing the learner to reexamine their understanding. At CWC Silver Lake, our instructional framework will "allow learners to explore and generate many possibilities, both affirming and contradictory." (Fosnot 2005, p. 34)

To be clear, constructivism is a theory of learning and knowing, not a theory of teaching (Fosnot, 2005).

A common misconception regarding "constructivist" theories of knowing (that existing knowledge is used to build new knowledge) is that teachers should never tell students anything directly, but instead should always allow them to construct knowledge for themselves. This perspective confuses a theory of pedagogy (teaching) with a theory of knowing. Constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how one is taught – even listening to a lecture involves active attempts to construct new knowledge. (Bransford et al, 1999, p. 11)

How People Learn includes the following two findings concerning children's development and learning:

Children are problem solvers and, through curiosity, generate questions and problems. Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right. Children's natural capabilities require assistance for learning. Children's early capacities are

¹³ The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).

dependent on catalysts and mediation. Adults play a critical role in promoting children's curiosity and persistence by directing children's attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

CWC Silver Lake's teachers select instructional techniques as needed based on identified student needs on an on-going basis, guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction, project-based learning, or mathematical problem solving. In the following pages, we present the idea of developing and using a rich repertoire of instructional strategies. While certain methodologies are implemented in many classrooms across the school, teachers are not limited to using those techniques. Instead, they are encouraged to develop additional techniques, to draw on, as needed, to support students' constructions of understanding.

Constructivism calls for learning experiences to be adjusted, beginning with each learner's level of understanding and guiding students in building on prior knowledge. Our classroom structures are designed to allow for this differentiated instruction. Our low teacher-to-student ratio in the elementary grades allows for flexible grouping during the school day. Furthermore, our model provides for considerable independent work time in which teachers can meet with small groups and conference with individual students.

By ensuring that students are given a variety of different means of learning the material and the opportunity to construct their own understanding, we create the conditions to ensure all students achieve mastery of standards in meaningful ways. Deep understanding of the skills and knowledge presented in the Common Core State Standards will lead to strong performance in a variety of new situations, including state standardized tests. However, the converse is not true. The capacity to perform well on a standardized test does not ensure the capacity to apply that knowledge in novel or real-world situations.

Classroom practices designed to challenge students in transforming their current thinking and student success on tests are [not] inherently contradictory. However, there is much evidence (from NAEP [National Assessment of Educational Progress] and TIMSS [Third International Mathematics and Science Study], to name but two sources) that classroom practices specifically designed to prepare students for tests do not foster new learning that is applied to new settings (Brooks & Brooks, 1999, p. viii).

While we do not believe that test-preparatory instruction (or "classroom practices specifically designed to prepare students for tests" as stated in the quote above) is likely to lead to the ability to apply that learning in an alternate setting, we do recognize the important role that standardized tests play in monitoring instruction.

Furthermore, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations using standardized tests, including such schools as University of Houston Charter School in Texas.¹⁴ This school and countless others have long demonstrated that when children from socio-economically disadvantaged neighborhoods, including recent immigrants and English learners, are given the opportunity to attend a school like CWC Silver Lake, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

GRADUAL RELEASE OF RESPONSIBILITY

Learning best occurs when the appropriate instructional technique is selected based on the

¹⁴ University of Houston Charter School was rated 'Exemplary' in their state school report card (Source: <http://ritter.tea.state.tx.us/cgi/sas/broker> - Texas Education Agency)).

objective to be taught and the needs of the learner. The gradual release of responsibility can provide a useful way of categorizing instructional methods to help students become more independent. In short, this instructional model presents a process in which the responsibility is released from the teacher to the student. It requires that the teacher intentionally transition from owning “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson 2002, p. 211).

In the gradual release model, teachers offer varying degrees of support to promote student learning. When the teacher offers the most support, the learner control is low; when the teacher offers the least support, the learner control (and therefore responsibility) is high.

In some cases, a single lesson contains components from multiple levels of gradual release of responsibility. During a lesson, the teacher might teach a strategy to the whole class in which (s)he briefly demonstrates a specific technique (demonstration). Then, students are encouraged to try it out together in partnerships before being sent off to apply the technique independently to their learning (independent practice). The teacher can monitor student learning and/or lead a small group of students who are likely to need more support, based on previous assessments. During this lesson, (s)he coaches them in applying the technique to their work (guided practice).

This gradual release may also occur over time. For example, the ultimate goal of reading instruction is independent reading, in which students become adults who select texts and read independently. Knowing that, the teacher can use this framework to structure instruction to release elements of reading to the student over time. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, (s)he should be able to read independently a book that was once only accessible to her or him if the teacher read it aloud (Gaffney & Anderson, 1991).

The ultimate goal of instruction is independence, such that students are self-reliant and able to demonstrate their understanding without teacher support. We will use the assessments presented to monitor student progress towards independent demonstration of the Common Core State Standards and the California Standards.

This evidence-based model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). The gradual release of the responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English learners (Kong & Pearson, 2003).

FAMILY INVOLVEMENT THAT PROMOTES STUDENT LEARNING

Learning best occurs when students’ families are involved in their education. Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002*, a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations.
- Improvement in student attitude and behavior.

- Improved parent and child communication; positive parent/teacher interaction.
- Increased community support for schools.
- Increased rate of homework completion.
- Higher test scores and grades.
- Fewer referrals and placements in special education.
- Higher graduation rates.
- Higher enrollment rates in post-secondary education.

In addition to several orientation sessions for new families, CWC Silver Lake conducts several parent- teacher-student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from the teacher(s) about their child's progress and learning. To encourage the full participation of non-English speaking parents, CWC Silver Lake makes regular and full use of interpreters and highly values second language abilities when hiring teachers and other staff.

School leaders, in collaboration with teachers and parent volunteers, develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops are led by teachers, administrators, parents, and community members and focus on culturally sensitive, hands-on learning experiences to help parents develop skills to support their children.

All families are encouraged to participate as active volunteers in the school's operations and activities. Parent participation at CWC Silver Lake has been very high. Parent volunteerism is key to the success of any school, and is an important part of our school philosophy and vision. CWC Silver Lake is very committed to equitably engaging all families and finding a multitude of ways in which a CWC Silver Lake family can plug into life at school. CWC Silver Lake firmly believes that parent volunteers not only strengthen our school, but have an invaluable positive impact on students as well. Participating in volunteer opportunities provides CWC Silver Lake parents a chance to connect with other members of our community.

Parents may volunteer before, during or after the school day, potentially within the classroom or in other facets of school life (chaperoning field trips, volunteering to help with academic activities, etc.). Other volunteer opportunities include planning student/school community events, fundraising activities, outreach to prospective new families, and much more. Skill levels required to participate in school activities will similarly be variable. In this way, parents, grandparents, and other family members provide valuable services to help the school but more importantly, families become more involved and connected to the school and their child's learning while also being empowered to effectively shape school programs and operations.

CWC Silver Lake shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in CWC LA's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to CWC LA. No student will be denied admission, disenrolled, or receive a reduced grade or loss of educational benefit if parents or caregivers of any kind choose not to or are unable to volunteer. These policies are described in the Family Handbook, which is distributed annually to all families. Additional volunteering policies are described in the school's Volunteer Handbook.

IMPACT OF BELONGING

Learning is deeply rooted in a social and emotional context, and the presence of a sense of belonging within an educational environment can profoundly impact student outcomes. In being intentionally diverse-by-design, CWC Silver Lake's emphasis on building a sense of belonging and promoting representation is not just a supportive practice, but a foundational component that drives the effectiveness of learning seen through its constructivist philosophy. In

this approach, CWC Silver Lake uniquely positions itself to leverage diversity with the intent of enhancing the educational experience through equitable access and opportunity for all students.

Belonging encompasses the feeling that students and staff are not just present but are recognized, respected, valued and supported in a way that honors their unique experiences and their place within the collective school environment.

To further understand the mechanisms through which belonging enhances learning, outlined here are three strategies which CWC Silver Lake utilizes:

- **Inclusive School Culture:** Creating a school culture that celebrates diversity and actively promotes inclusion through year-round cultural recognition and celebrations.
 - This includes creating spaces where differences are celebrated and where diversity is seen as an asset to the learning environment.
- **Restorative Practices:** Using restorative practices to address conflicts and build community to strengthen relationships and create a more cohesive, supportive environment where all students feel they belong.
 - These practices focus on repairing harm and restoring relationships, rather than punitive measures, which help maintain a sense of belonging even when challenges arise.
- **Continued Professional Development:** By equipping teachers and staff with the knowledge, skills, and competency necessary to facilitate inclusive, responsive, and supportive educational spaces
 - As teachers become better equipped to address the systemic challenges inherent in their classrooms, they can better respond to barriers of equity that inhibit student learning.

When students feel a strong sense of belonging, they are more likely to be engaged in their learning, develop positive relationships with peers and teachers, and achieve academic success. CWC Silver Lake contributes to students' overall well-being by emphasizing the importance of belonging across lines of difference to provide students the skills to make them more resilient, motivated, and capable of navigating the complexities of a diverse society.

1.8: SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

CWC Silver Lake's academic program reflects our broad objective of enabling our students to become self-motivated, competent, life-long learners. By putting our core beliefs about how learning best occurs into action, we establish the foundation for students' current and future development as learners. Below, we present a series of core beliefs, backed by our explicitly defined goals, which support the realization of these beliefs. Each of these is currently being successfully implemented at CWC Silver Lake.

Students have clear – and high – expectations; they receive appropriate guidance and enthusiastic support: Learning best occurs when learners are expected to learn and when they are supported in their learning. An effective educational program must begin with explicitly-stated, expected outcomes, such as the Common Core State Standards, and be monitored by appropriate assessments. Ongoing communication among students, faculty, and families facilitates each student's learning in the context of these stated objectives. Teachers scaffold the learning of students and differentiate instruction in order to lead all students to academic growth and achievement. CWC Silver Lake has set high expectations for student learning, grounded in state and national standards. We will regularly assess progress towards meeting them, celebrate milestones along the way, and provide supplemental instruction as needed.

Students are motivated to seek understanding through dynamic investigation and exploration in the context of real world scenarios and projects: Learning best occurs when children are self-motivated and inspired to answer questions that have meaning and relevance for them across disciplines and distinct state standards groupings. Project-based Inquiry learning capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness, and more. CWC Silver Lake will implement inquiry projects as one of our core instructional techniques. As students mature in the upper grades, they may be provided with the opportunity to field-test or apply their learning beyond the school walls.

Instruction is informed by a robust assessment system, in which standardized tests provide only a small part of the picture in determining student achievement: Assessment provides a means to identify achievement, progress, and deficits in student learning, as well as strengths and weaknesses of instructional and curricular practices. Assessment should be ongoing and holistic with effective data systems that can help educators continually assess and refine their curriculum's impact on each individual child throughout the school year. CWC Silver Lake implements clear goals for student learning, administers standards-based assessment, and monitors progress toward meeting those goals.

Students know how to collaborate, cooperate, and negotiate with diverse people and understand others' perspectives: In our rapidly developing, technologically-driven world, it is more imperative than at any other time in human history that people be open to the perspectives, values, and meanings of different cultures. As students age and develop, their learning – tied to state standards – similarly grows in perspective from the local neighborhood to the city, state, nation, and world. The remarkable diversity of our neighborhood offers an incredible opportunity that has not been fully realized. CWC Silver Lake enrolls a student body that is diverse racially, ethnically, and socio-economically. One of the core tenets of our school design is diversity. CWC Silver Lake has demonstrated an ability to attract and retain a diverse student population that mirrors the surrounding diverse community. CWC Silver Lake implements instructional practices, such as class discussions, circles, small group work, and peer review that provide opportunities for students to collaborate with and learn from and alongside their peers.

Students have opportunities to develop and demonstrate understanding among the multiple intelligences: As discussed in this petition regarding the research of Howard Gardner, a comprehensive academic program should support the development of students' capacity across the spectrum of intelligences. CWC Silver Lake implements a rich instructional framework that supports students in developing their multiple intelligences. For example, project-based

learning requires students to work in groups and provides practice for interpersonal intelligence. Metacognitive modeling supports students in the development of intrapersonal intelligence. CWC Silver Lake offers music, P.E. and art to develop musical, bodily-kinesthetic, and spatial intelligences.

Teachers will be given ample resources – including time and training – to develop their skills and talents, supported by school leaders and their peers: In order to ensure the highest quality instruction for CWC Silver Lake students, we must invest in the capability of our teachers. Teachers should be provided ample time, resources, and support to continuously develop their understanding, pedagogy, and skills, to collaborate with faculty and to consistently be learners themselves in the context of our school community. CWC Silver Lake implements a robust professional development program that embodies our theories of how learning best occurs. Our Summer Institute training along with PD on regularly-scheduled shortened days allow for frequent professional development in addition to ongoing coaching and observation. Additionally, CWC Silver Lake has developed a weekly schedule that has common planning time, which allows for a great deal of collaboration amongst peers. To support their ongoing learning, CWC Silver Lake teachers access rich professional resources, allowing teachers to draw from these to supplement their curricular maps. Our professional resources, in addition to the core curricular materials we use, make certain that our program is as innovative and as rigorous as possible in meeting all state standards. Our professional resources are regularly updated to ensure CWC Silver Lake is drawing from the most current research and body of curriculum to execute our model of instruction.

1.9: LOCAL CONTROL FUNDING FORMULA (“LCFF”) ANNUAL GOALS

Based on the state priorities detailed in Education Code Section 52060(d), CWC Silver Lake aims to achieve the following school wide and subgroup outcome goals. We use multiple summative and formative assessments aligned to California academic content and performance standards and CCSS to monitor individual student and subgroup progress towards the state priorities detailed in Education Code Section 52060(d) and the CAASPP.

The following chart details CWC Silver Lake’s annual goals for all pupils (i.e. schoolwide) and for each subgroup¹⁵ of pupils identified pursuant to Education Code Section 52052 for each of the eight (8) state priorities and sub-priorities identified in Education Code Section 52060(d). We also include specific annual actions we plan to take to achieve each of the identified annual goals.

¹⁵ In the LCFF charts below * signifies that a subgroup did not have enough students to be considered significant and therefore to be reported out on. Alternatively it can also mean that we do not have the data to report out on.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)

GOAL #1

Strengthen implementation of a Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs; inform instructional decisions; measure program effectiveness, to improve academic outcomes for all students (schoolwide & student groups).	Related State Priorities:		
	<input type="checkbox"/> 1	<input type="checkbox"/> x 4	<input type="checkbox"/> x 7
	<input type="checkbox"/> 2	<input type="checkbox"/> x 5	<input type="checkbox"/> x 8
	<input type="checkbox"/> 3	<input type="checkbox"/> x 6	
	Local Priorities:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal
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- | |
|---|
| <ol style="list-style-type: none"> 1. Measure Student Progress through Assessments - CWC Silver Lake will administer multiple assessments and analyze schoolwide/student data to inform decision-making 2. Address Academic Needs to Accelerate Learning - Teachers will continue to build out intervention systems both during the instructional day and through the Expanded Learning Opportunities Program (ELOP) 3. Address Social-emotional & Behavioral Student Needs - CWC Silver Lake will plan and facilitate monthly school wide attendance initiatives to reach attendance goals and reduce chronic absenteeism 4. Services to Support SWD - CWC Silver Lake will continue to provide speech, occupational therapy, RSP, counseling, and behavior services for students with IEPs 5. Broad Course of Study - CWC will provide all students with a broad course of study beyond core subjects including Art, Mindfulness, Spanish, Drama, and other electives 6. Strengthen ELD Program & Services for ELs - teachers will participate in professional learning to provide differentiated supports and instruction to ELs 7. Strengthen ELD Program & Services for LELs - teachers will participate in professional learning to provide differentiated supports and instruction to support long-term EL student needs; the EL master plan will be reviewed and revised |
|---|

Expected Annual Measurable Outcomes
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<p>Outcome #1: The ELA DFS for students for all students will increase by at least 3 points each year and for low-performing subgroups, 10 points each year.</p> <p>Metric/Method for Measuring: CAASPP ELA Assessment Scores</p>

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-15 DFS	-12 DFS	-9 DFS	-6 DFS	-3 DFS	0 DFS
English Learner Students	-60.5 DFS	-50 DFS	-40 DFS	-30 DFS	-20 DFS	-10 DFS
Socioeconomically Disadvantaged Students	-44.2 DFS	-39 DFS	-34 DFS	-29 DFS	-24 DFS	-19 DFS
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	-83.6 DFS	-73 DFS	-63 DFS	-53 DFS	-43 DFS	-33 DFS
African American Students	-37.7 DFS	-32 DFS	-27 DFS	-22 DFS	-17 DFS	-12 DFS
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	+54.9 DFS	+58 DFS	+61 DFS	+64 DFS	+67 DFS	+70 DFS
Filipino Students	*	*	*	*	*	*
Latino Students	-57.7 DFS	-47 DFS	-37 DFS	-27 DFS	-17 DFS	-7 DFS
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	+44.9 DFS	+48 DFS	+51 DFS	+54 DFS	+57 DFS	+60 DFS
White Students	+45.3 DFS	+49 DFS	+52 DFS	+55 DFS	+58 DFS	+61 DFS

Outcome #2: The Math DFS for students for all students will increase by at least 3 points each year and for low-performing subgroups, 10 points each year.

Metric/Method for Measuring: CAASPP Math Assessment Scores

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-41.3 DFS	-38 DFS	-35 DFS	-32 DFS	-29 DFS	-26 DFS
English Learner Students	-76.9 DFS	-66 DFS	-56 DFS	-46 DFS	-36 DFS	-26 DFS
Socioeconomically Disadvantaged Students	-66.2 DFS	-56 DFS	-46 DFS	-36 DFS	-26 DFS	-16 DFS
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-96.5 DFS	-86 DFS	-76 DFS	-66 DFS	-56 DFS	-46 DFS
African American Students	-78.2 DFS	-68 DFS	-58 DFS	-48 DFS	-38 DFS	-28 DFS
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	+50.4 DFS	+54 DFS	+57 DFS	+60 DFS	+63 DFS	+66 DFS
Filipino Students	*	*	*	*	*	*
Latino Students	-80.6 DFS	-70 DFS	-60 DFS	-50 DFS	-40 DFS	-30 DFS
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	+17.7 DFS	+21 DFS	+24 DFS	+27 DFS	+30 DFS	+33 DFS
White Students	+9.1 DFS	+13 DFS	+16 DFS	+19 DFS	+22 DFS	+25 DFS

Outcome #3: The % CAST proficient students will increase to 65% for all students schoolwide.

Metric/Method for Measuring: CAASPP Assessment Scores

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	32.31%	39%	46%	53%	60%	65%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	24.36%	30%	35%	40%	45%	50%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	13.43%	20%	26%	32%	38%	45%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	54.84%	58%	61%	64%	67%	70%

Outcome #4: The percentage of EL students who made progress towards English Language Proficiency will be equal to or greater than the state by 2030.

Metric/Method for Measuring: Summative ELPI - CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	48.1%	50%	51%	52%	53%	54%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: The percentage of students making progress towards English language proficiency rate will be equal to or greater than the state by 2030.

Metric/Method for Measuring: Summative ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	15%	17%	19%	21%	23%	25%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Reclassification rate of English Learner students will be equal to or greater than the state by 2030.

Metric/Method for Measuring: Reclassification Rate Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	14.5%	16%	17%	18%	19%	20%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Attendance Rate will be 94% for all students schoolwide. Metric/Method for Measuring: Attendance data on CALPADS						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	91.3%	92%	93%	94%	94%	94%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Chronic Absenteeism rates will be 25% for all students schoolwide.

Metric/Method for Measuring: Chronic Absenteeism Rates on Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	34%	33%	31%	29%	27%	25%
English Learner Students	40%	38%	36%	34%	32%	30%
Socioeconomically Disadvantaged Students	39%	38%	36%	34%	32%	30%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	35%	33%	31%	29%	27%	25%
African American Students	46%	43%	41%	39%	37%	35%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	21%	20%	20%	20%	20%	20%
Filipino Students	*	*	*	*	*	*
Latino Students	39%	38%	36%	34%	32%	30%
Native Hawaiian/Pacific @Islander Students	*	*	*	*	*	*
Students of Two or More Races	25%	24%	23%	22%	21%	20%
White Students	27%	25%	23%	22%	21%	20%

Outcome #9: Middle school dropout rates will be 0%.

Metric/Method for Measuring: Middle school dropout rates data on CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Suspension rates will be at or below 3%.

Metric/Method for Measuring: Suspension rates data on Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	3%	3%	3%	3%	3%	3%
English Learner Students	3%	3%	3%	3%	3%	3%
Socioeconomically Disadvantaged Students	3%	3%	3%	3%	3%	3%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	5%	3%	3%	3%	3%	3%
African American Students	3%	3%	3%	3%	3%	3%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	1%	3%	3%	3%	3%	3%
Filipino Students	*					
Latino Students	3%	3%	3%	3%	3%	3%
Native Hawaiian/Pacific Islander Students	*	3%	3%	3%	3%	3%
Students of Two or More Races	0%	3%	3%	3%	3%	3%
White Students	5%	3%	3%	3%	3%	3%

Outcome #11: Expulsion rates will be 0%.

Metric/Method for Measuring: Expulsion rates data on Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #12: The percentage of students participating in an elective or enrichment will be 100%.

Metric/Method for Measuring: Master schedule data on CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #13: The percentage of students participating in all 5 Components of the Physical Fitness Test (PFT) in Grade 5 will be at or above 99%.

Metric/Method for Measuring: SARC data

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	99%	99%	99%	99%	99%	99%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #14: The percentage of students participating in all 5 Components of the Physical Fitness Test (PFT) in Grade 7 will be at or above 99%.

Metric/Method for Measuring: SARC data

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	99%	99%	99%	99%	99%	99%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)			
GOAL #2			
Provide all students with an intellectually challenging, experiential learning environment, using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on diversity, equity, and inclusion, to prepare all students to thrive in high school, college and careers, and emerge as leaders in and ever-changing Global World.	Related State Priorities:		
	<input type="checkbox"/> x 1 <input type="checkbox"/> x 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal			
<ol style="list-style-type: none"> 1. Core Program: Principal & Teachers - CWC Silver Lake will employ a principal and appropriately credentialed teachers to provide all students with a broad course of study 2. Professional Development - CWC Silver Lake will provide all educators with robust, evidence-based professional learning opportunities 3. Core Curricular Program - CWC Silver Lake will ensure that all students have access to standards-aligned curriculum and instructional materials 4. Close the Digital Divide - CWC Silver Lake will ensure all students have access to a technology device to access instructional and supplemental materials 			
Expected Annual Measurable Outcomes			
Outcome #1: The percentage of teachers that are fully credentialed and appropriately assigned will be 90%. Metric/Method for Measuring: CDE TAMO data			

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	81.3%	83%	85%	87%	89%	90%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: The percentage of students with access to standards-aligned materials will be 100%.

Metric/Method for Measuring: Textbook inventory/classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: The implementation of the state academic content and performance standards for all students and to enable ELs access will be at a rating of 4 and above across all subjects by 2030.

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

Metric/Method for Measuring: Priority 2 Self Reflection Tool - Local Indicator CA School

Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	ELA: 4 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: n/a Health: 5 PE: 5 VAPA: 4 World Language : 4	ELA: 4 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: n/a Health: 5 PE: 5 VAPA: 4 World Language : 4	ELA: 4 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: n/a Health: 5 PE: 5 VAPA: 4 World Language : 4	ELA: 4 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: n/a Health: 5 PE: 5 VAPA: 4 World Language : 4	ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: n/a Health: 5 PE: 5 VAPA: 4 World Language : 5	ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: n/a Health: 5 PE: 5 VAPA: 4 World Language : 5
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)			
GOAL #3			
Engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of joy, collaboration, and high expectations.	Related State Priorities:		
	<input type="checkbox"/> x 1 <input type="checkbox"/> 2 <input type="checkbox"/> x 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> x 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal			
<ol style="list-style-type: none"> 1. Promote Positive School Climate, Student Engagement & Safe Learning Environment - CWC Silver Lake will provide all students will opportunities to engage in additional learning opportunities through field trips and promote a positive school climate with SEL/DEI-focused assemblies, SEL lessons, community closing circles, monthly heritage celebrations, exhibition nights, universal meals, after-school enrichment, and student health screenings 2. Parent Input in Decision-Making - CWC Silver Lake will gather parent input in decision-making through various committees 3. Opportunities provided to Support Parent Engagement & Participation - CWC Silver Lake will provide all parents with opportunities and workshops to engage as partners in their child's education 4. Maintain Safe & Clean School Facilities - CWC Silver Lake will provide its students and staff with safe and clean school facility sites 			
Expected Annual Measurable Outcomes			
Outcome #1: The Facility Inspection Tool (FIT) report score will be at or above "Good" rating. Metric/Method for Measuring: FIT tool of the SARC			

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Parent input in decision-making for unduplicated pupils (UP) and students with disabilities (SWD) will be at a rating of 4 and above across all self-reflection questions by 2030.

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

Metric/Method for Measuring: Priority 3 Self Reflection Tool - Local Indicator CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	9. 3 10. 3 11. 3 12. 4	9. 3 10. 3 11. 3 12. 4	9. 4 10. 3 11. 3 12. 4	9. 4 10. 4 11. 3 12. 4	9. 4 10. 4 11. 4 12. 4	9. 4 10. 4 11. 4 12. 4
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Outcome #3: Parent participation in programs for unduplicated pupils (UP) and students with disabilities (SWD) will be at a rating of 5 and above across all self-reflection questions by 2030.

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

Metric/Method for Measuring: Priority 3 Self Reflection Tool - Local Indicator CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	1. 4 2. 4 3. 5 4. 5	1. 4 2. 4 3. 5 4. 5	1. 4 2. 4 3. 5 4. 5	1. 4 2. 4 3. 5 4. 5	1. 5 2. 4 3. 5 4. 5	1. 5 2. 5 3. 5 4. 5
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: The percentage of responses on the local student survey will measure greater than 85% (elementary) and 80% (middle) positive for sense of safety and greater than 85% (elementary) and 75% (middle) positive for school connectedness.

Metric/Method for Measuring: CWCLA Student Survey

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	82% ES; 77% MS Sense of Safety 83% ES; 73% MS School Connecte dness	83% ES; 78% MS Sense of Safety 84% ES; 74% MS School Connecte dness	84% ES; 79% MS Sense of Safety 85% ES; 75% MS School Connecte dness	85% ES; 80% MS Sense of Safety 85% ES; 75% MS School Connecte dness	85% ES; 80% MS Sense of Safety 85% ES; 75% MS School Connecte dness	85% ES; 80% MS Sense of Safety 85% ES; 75% MS School Connecte dness
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: The percentage of responses on the local parent survey will measure greater than 90% positive for sense of safety and greater than 90% positive for school connectedness.

Metric/Method for Measuring: CWCLA Parent Survey

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	91% Sense of Safety 90% School Connecte dness	90% Sense of Safety 90% School Connecte dness	90% Sense of Safety 90% School Connecte dness	90% Sense of Safety 90% School Connecte dness	90% Sense of Safety 90% School Connecte dness	90% Sense of Safety 90% School Connecte dness
English Learner Students	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: The percentage of responses on the local staff survey will measure greater than 83% positive for sense of safety and greater than 75% positive for school connectedness.

Metric/Method for Measuring: CWCLA Staff Survey

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	78% Sense of Safety 66% School Connectedness	79% Sense of Safety 67% School Connectedness	80% Sense of Safety 69% School Connectedness	81% Sense of Safety 71% School Connectedness	82% Sense of Safety 73% School Connectedness	83% Sense of Safety 75% School Connectedness
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

1.10 OVERALL CURRICULAR AND INSTRUCTIONAL DESIGN

CWC Silver Lake implements curriculum based on proven models within our CWC Los Angeles network of schools as well as some of the leading schools in California and beyond. Our instructional framework (curriculum and instructional strategies) is informed by our philosophies about how learning best occurs in each subject area and what it means to be an educated person in the 21st century, as described in section 1.6. Our overarching goal is to ensure that as each student masters the state standards across each discipline, we also develop each individual student's confidence, potential, and values that reflect our individual responsibility as citizens of the world in which we live.

In addition, CWC Silver Lake emphasizes Howard Gardner's Multiple Intelligence Theory (taken from *Multiple Intelligences*)¹⁶, embracing the notion that an educated person in the 21st Century is one who has developed a broad range of skills and interests across each of Gardner's eight areas of intelligence.

As Gardner explains: "I believe the human cognitive competence is better described in terms of a set of abilities, talents or mental skills, which I call Intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination...Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them." (*Gardner, Multiple Intelligences: New Horizons, 2006*)

Gardner has identified eight areas of intelligence:

1. **Linguistic Intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express one's self persuasively or poetically.
2. **Logical-Mathematical Intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively, and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations, and cosmic questions.
3. **Musical Intelligence** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate, and apply the various aspects of music (pitch, rhythm, timber, and mood), both separately and holistically.
4. **Bodily-Kinesthetic Intelligence** involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.
5. **Spatial Intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate, and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.
6. **Interpersonal Intelligence** relates to the ability to work cooperatively and to communicate, verbally and non-verbally, with other people; the insight to understand others' intentions, motivations, and desires; and the judgment to recognize the biases underlying sources of information.
7. **Intrapersonal Intelligence** involves the ability to understand oneself; the motivation and focus to study independently; the wisdom to reflect.
8. **Naturalist Intelligence** involves the ability to recognize, collect, analyze, and classify plants, minerals, animals, flora, fauna, and even cultural objects such as cars and

¹⁶ Gardner, *Multiple Intelligences: New Horizons, 2006*

sneakers. Those who excel in Natural Intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

The educational program is crafted to engage multiple areas of intelligence outlined above. We utilize a flexible yet structured approach into our curriculum. Our school is organized into grade-level teams and departments (in middle school), all of which are led by experienced educators who tailor instruction to address these diverse intelligences. For instance, linguistic and logical-mathematical intelligences are nurtured through rigorous academic subjects, while spatial and bodily-kinesthetic intelligences are engaged through hands-on projects and physical activities. Our curriculum also includes opportunities for artistic exploration and collaborative group work to support interpersonal and intrapersonal development, ensuring that each student's unique strengths are recognized and cultivated.

Staffing at our school is strategically aligned with our educational goals to ensure the highest quality instruction. We prioritize hiring educators who are not only skilled in their subject areas but also embrace our progressive educational philosophy and are adept at recognizing and addressing different intelligences in their teaching practices. This approach fosters an environment where teachers can effectively support and challenge students according to their individual learning styles and strengths. Additionally, our supportive framework encourages collaboration among staff to share best practices and continually refine their techniques, ensuring that our educational program remains dynamic and responsive to the needs of all students.

1.11: INSTRUCTIONAL DESIGN: INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

As further described in section 1.2C of this document, the innovative components of the educational program include:

- Innovative Feature #1: Challenging, Constructivist-Based Curriculum That Inspires Critical Thinking, Creativity, and Develops an Intrinsic Passion for Learning
- Innovative Feature #2: Intentional Socio-Economic and Racial Diversity
- Innovative Feature #3: Community Building, Social-Emotional Learning, and Positive School Culture
- Innovative Feature #4: Graduate Dispositions

As such, CWC Silver Lake has developed and successfully implemented our instructional framework with the end goal that students graduate from high school equipped to thrive in the 21st century.

To elaborate, we selected curricular resources that align with the Common Core State Standards and the Next Generation Science Standards. For the subjects that are not yet available by these standards, we have chosen curricular programs that both: (1) are specifically aligned with the California State Standards; and (2) are likely to support the development of the 21st century skills articulated in the Common Core State Standards and (3) are culturally relevant in nature.

Second, we have selected *instructional techniques* that promote the competencies identified by Wagner and captured in the Common Core State Standards. Several examples are noted below and discussed in more detail later in this section.

- **GRADUAL RELEASE OF RESPONSIBILITY:** In some disciplines, teachers structure instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. In these cases, teachers are intentional about how to scaffold student learning so that students can ultimately apply their thinking and newly adopted set of skills more independently over time.
- **INQUIRY and PROJECT-BASED LEARNING** develops the capacity to collaborate across networks and lead by influence. Students work in groups with and without identified

leaders. In whole class projects, they work within and across small groups. Within those groups are other students whose backgrounds are substantially different from their own. This learning along lines of difference allows students to practice real life skills of collaboration, creativity, critical thinking, communication and community in a safe, supportive environment that prepares them for the world ahead.

- **RICH REPERTOIRE OF INSTRUCTIONAL STRATEGIES** that CWC Silver Lake teachers employ a variety of cultural relevant best practices and that require very different responses from students and allow multiple access points. These demands prod them to develop agility and adaptability.

1.12: KEY FEATURES OF THE EDUCATIONAL PROGRAM

The key features of the CWC Silver Lake educational program include:

- **STANDARDS-BASED APPROACH TO LITERACY INSTRUCTION:** A holistic approach to teaching the core skills of literacy with the strands of reading, writing, listening and speaking supported by the most current research. This includes systematic phonics and foundational literacy instruction in the earliest years to ensure our youngest students have a strong foundation of skills to build upon in future years.
- **PROBLEM-BASED APPROACH TO MATHEMATICS:** A problem-based approach to teaching math that draws upon principles of Cognitively Guided Instruction or CGI. Curriculum tools are carefully designed to develop students' proficiency as mathematical doers and thinkers by engaging students in taking an active role in constructing their understanding.
- **INQUIRY & PROJECT-BASED LEARNING:** "Inquiry" as a curricular and pedagogical strategy that organizes students' mastery of state standards in the core academic disciplines around hands-on constructivist projects.
- **SPECIALS & ELECTIVES:** Students engage in different "specials" and electives that round out their learning in other academic spaces. This may include things like foreign language instruction, art, music, PE or the like.
- **SOCIAL-EMOTIONAL LEARNING:** This aspect of learning is of equal importance to that of academics at CWC. The learning appears in the form of dedicated time for SEL and in the forms of ongoing community building and conflict resolution that is in line with our restorative approach to discipline.
- **DIVERSE-BY-DESIGN:** This approach emphasizes that diversity is not just an incidental demographic goal, but a core principle and foundation for learning. By purposely reflecting the intentionally diverse population where our schools are located, CWC ensures that the educational environment is representative of the broader society and that all students have equitable access and opportunity to succeed.
- **DIVERSITY, EQUITY, INCLUSION & BELONGING:** This foundational approach promotes that both students and educators drive and support an environment where diverse perspectives, racial and cultural differences, and experiences are assets integral to the educational process.

1.13: CURRICULUM AND INSTRUCTION

Our Instructional Framework consists of two core components: Curriculum Planning and Instructional Strategies. The first subsection below provides more description of CWC Silver Lake's approaches to curriculum planning including alignment with national and state standards, curriculum design, and selection of curriculum resources.

In designing our Instructional Framework, we have drawn on the experience and learning of CWC Silver Lake, as well as other schools in our CWC Los Angeles network. Our curricular choices and instructional methodologies are a mixture of instructional approaches that have existed for decades and methods that are founded are more current research. Our

approach includes research-based, proven models of high-quality education for diverse populations. Schools such as the other CWC Los Angeles schools and Larchmont Charter School are all quite similar in our focus on constructivism and project-based learning. At the University of Houston's Charter School (employing a constructivist/ project-based learning approach), 89-95% of the 5th graders met or exceeded Texas standards. In addition to the high-performing public elementary schools, several acclaimed local private schools such as the UCLA Lab School and The Center for Early Education have employed these methodologies as longtime practices.

Our student population is highly diverse. Our students arrive at our school with a varied set of strengths and opportunities, in addition to experiences that reflect their racial, socio-economic and cultural identities. Our instructional approach emphasizes that it is our job to learn about our students via the assessments and assessment practices presented in Element 2 and Element 3, as well as through ongoing observations of student work and students at work. Our curriculum planning process, detailed below, considers what we know about past student performance in relationship to the standards that they are to master. Our flexible instructional strategies, also presented below, allow us to be responsive to student needs as revealed by assessment and observation.

All aspects of our curriculum are carefully designed and based on extensive research supporting our choices as "best practices." Further, we have collaborated extensively with similar schools that educate a mixed-socioeconomic status population with similar curricula to ours and have recognized tremendous success in their initial years of operation. Our collaborations¹⁷ have included Larchmont Charter School, The City School, Summit Prep (in the Bay area), and High Tech High (in the San Diego area). Our collaboration has included sharing resources, school visits, staff collaboration and other initiatives. Our primary focus is collaborating with the other schools in the CWC Los Angeles network. As such, CWC Silver Lake participates in the organized and regular collaboration sessions and professional development series with the other CWC Los Angeles schools.

Most importantly, the key to our instructional methodologies is a focus on differentiated instruction, driven by student need, as opposed to instruction being driven by school or teacher needs. We believe that all children can succeed and achieve state standards mastery, regardless of their background or circumstances when they enter our school. The challenge for us, as educators, is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, and with a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all of our sub-groups and individual students will succeed.

The following subsections present CWC Silver Lake's approach to curriculum and instruction. We begin with affirmations that our curriculum is aligned with national and state standards, followed by our processes for curriculum planning, a description of our curricular materials, and guidelines for selecting additional curricular materials in the future.

SCOPE AND SEQUENCE ALIGNED WITH NATIONAL AND STATE STANDARDS

CWC Silver Lake aligns all curriculum planning with the Common Core State Standards (CCSS) for English Language Arts and Mathematics, and the Next Generation Science Standards (NGSS) for Science (and to the degree it is relevant in other content areas). Social Studies and other content areas focus primarily on the California State Standards with references to the Common Core State Standards.

¹⁷ While the private schools do not adhere to the same state standards as CWC, these schools nevertheless offer invaluable insights into how different children learn and succeed. Just as we intend to partner with leading education experts at the acclaimed universities within Los Angeles, so too do we intend to learn from those implementing "best practices" in the field in both public and private school settings.

Additionally, for grades 6-8, CWC Silver Lake has elected to follow the preferred Integrated Science pathway recommended by the California State Board of Education. This integrated sequence allows students to develop a deep understanding of the connections between the various science disciplinary core ideas.

“BACKWARDS DESIGN” OF CURRICULUM

CWC Silver Lake teachers plan units of study collaboratively with an emphasis on mastering the CA State Standards using the ‘backwards design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understanding and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. **IDENTIFY DESIRED RESULTS:** Beginning with the CCSS, teachers will determine a tiered hierarchical set of learning expectations:
 - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
 - Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information? What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic, or process (1) represents a ‘big idea’ having enduring value beyond the classroom, (2) resides at the heart of the discipline, and (3) is tied directly to state standards and standardized testing.

2. **ALIGNING ASSESSMENTS TO THE DESIRED RESULTS:** Recognizing that teachers are shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers assess throughout the unit of study using a variety of methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks, and projects. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.
3. **DIFFERENTIATING INSTRUCTION TO MEET THE NEEDS OF ALL LEARNERS:** Now that the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they continuously assess their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program is driven by student data gathered by the teachers in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers continuously

look at student work and questions in order to inform, structure, and refine their instructional practice. Based on concepts of “action research,” teachers are trained to take an analytical approach to teaching and learning. Teachers act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers are then expected to base their pedagogical decision-making on collective research and to share best practices regularly both within their grades and across grades. In addition, teachers are able to draw upon the extensive planning and materials already developed by teachers from the other CWC Los Angeles schools. In effect, our teachers form a true community of learners as they take a more reflective and analytical approach to their instruction.

Student work and portfolios can play an important role in this process. Once data is gathered through formal assessments, teachers dig deeper into collections of students’ work to inform their understanding of each child’s strengths and challenges with the material. When learning is documented, children can also revisit and interpret their learning experiences and reflect on how to develop these experiences further. Teachers are able to interpret and reflect retrospectively on each student’s individual progress and also use this documentation toward the creation of future contexts for learning. Teachers learn about their own roles in learning groups (e.g., when to intervene and when to stand back) and factors that contribute to making a learning group effective. Documentation of learning groups provides insight into what students are working on and how teachers might help them move forward in their work. Finally, reviewing documentation influences curriculum in terms of the amount of time a group spends on a topic and the level of student involvement in shaping an activity or unit.

These teaching methodologies place significant responsibility on our faculty, and CWC Silver Lake will utilize several strategies for addressing these demands. First, in hiring teachers, we recruit and assess for any teacher’s capacity and interest in creating curriculum. (For some teachers, this is a much-desired prospect; for others, an additional burden. We must ensure that we hire teachers who are motivated by the opportunity and capable of fulfilling it.) Second, all teachers participate in guided professional development during the Summer Institute and frequent portions of the on-going professional development blocks.

Furthermore, we foster a strong sense of teacher creativity and collaboration, while creating a school-wide mindset for school improvement – a professional problem-solving ethos. Reflection and self-assessment among the faculty instills a commitment to continuous improvement. This process is empowering for those who participate, as teachers, for instance, no longer uncritically accept theories, innovations, and programs at face value. Above all, this emphasis on teachers’ growth and development comes through an analysis and learning about student results promotes student achievement. CWC Silver Lake ensures that all members of our faculty receive appropriate training, support, time, and resources to develop their skills and engage fully in our processes.

1.13.A.1: Curriculum for Elementary School Grades

LITERACY: ENGLISH LANGUAGE ARTS and ELD (CORE)

As the CA ELA/ELD framework outlines, “All teachers with ELL students in their classrooms will use the CA ELD standards to determine how to support their students in achieving the CCSS for ELA/Literacy and the content standards specific to each discipline.” We employ an asset-based lens towards multilingualism that linguistically and culturally diverse students bring to school. We support students in maintaining their primary language, as it serves as both an asset and a connection to their homes and communities while continuing to develop their skills in English as an additional language. CWC Silver Lake uses a high-quality curriculum to provide standards-based instruction in all areas of literacy. The following curricular materials are used to teach reading and writing for all learners, including ELs:

- Foundational Literacy Skills Instruction:
 - All K-3 students receive daily, Tier 1, explicit, systematic instruction in

foundational literacy skills, including:

- Concepts of print / print awareness
- Alphabetic principle
- Phonemic awareness
- Phonics / Letter recognition
- Handwriting
- Fluency
- Vocabulary
- Word Study (spelling, morphology, syllable types)
- In addition to daily, whole-group Tier 1 lessons, K-3 students identified as at-risk also receive targeted, Tier 2 intervention in small groups anywhere from 3-5 days a week. The learning activities in these lessons are very closely aligned to what students are experiencing in Tier 1. The small group setting allows for teachers to provide more corrective feedback to students in-the-moment.
- Students in 4th-8th grade who have gaps in their foundational literacy skills are provided Tier 2 and Tier 3 intervention instruction using curricular materials that employ a multisensory approach to teaching foundational literacy skills.(e.g. Wilson Just Words (Tier 2) and Wilson Reading System (Tier 3).
- Additionally, CWC Silver Lake uses curricular materials that employ a multisensory approach to teaching foundational literacy skills.(e.g. Wilson Language Foundations). This approach is evidence-based for all students, but especially for those with language-based learning disabilities.
- ELA Instruction (Reading and Writing):
 - Reading:
 - CWC Silver Lake uses ELA curricular materials that prioritize access to grade-level text and grade-level standards analysis for all students.
 - Through reading, writing, speaking, and listening, students are expected to engage in authentic, culturally rich and relevant texts.
 - Curricular materials provide guidance to teachers on carefully sequencing text-dependent questions so that all students can construct insightful analysis of text that aligns with grade-level standards.
 - Curricular materials provide guidance for teachers on different modes of reading instruction (e.g. whole group, small group, 1:1, shared reading, read aloud, etc) so that they develop a rich repertoire of instructional strategies that they can employ based on their students' needs.
 - Vocabulary words that are critical to understanding the text are explicitly taught.
 - Writing:
 - CWC Silver Lake uses ELA curricular materials that allow students to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Curricular materials provide guidance for teachers on how to develop students' writing abilities across the three main genres of narrative, informational, and opinion/argument writing.

The overarching goal for TK-8 English Language Arts instruction is to ensure that students are able to develop and utilize improved communication skills, vocabularies, and writing abilities in an authentic manner. Using the ELA/ELD Framework as a guide, teachers organize instruction around the five key themes:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

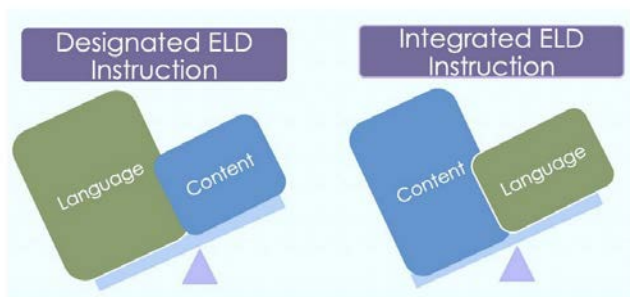
These cross-cutting themes signify the interrelated nature of the strands of both sets of standards and present them in an integrated context. Emphasis is placed on building and strengthening a balance of all of the English Language Arts skill sets, all aligned to the CCSS, in listening, speaking, reading, researching, and writing, and instruction. The ELA curriculum is designed to provide a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions.

Additionally, ELA skills and content are addressed both in the regular classroom and in small reading groups in grades TK-5. Reading groups support the early development of phonemic awareness, phonics, and fluency. Classroom teachers integrate additional focus on vocabulary and comprehension with reading and writing instruction across the curriculum.

ENGLISH LANGUAGE DEVELOPMENT:

Given the variety of home languages spoken by students residing in Los Angeles and the instructional philosophy of the Charter School, CWC LA prepares teachers for a multi

- DESIGNATED - Develop students' English proficiency targeting ELD standards
- INTEGRATED - Provide meaningful access to grade-level academic content instruction with embedded language supports.



Below is further detail about each component of our ELD program.

INTEGRATED ELD

The ELA/ELD Framework “uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The ELA/ELD Framework specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)

At CWC Silver Lake, ELs and LTELs are supported through strong Tier 1 instruction, utilizing a variety of instructional techniques to be used specifically with English Learners to achieve Integrated ELD. For Integrated ELD, we use a number of approaches and tools, including but not limited to: Specially Designed Academic Instruction in English (“SDAIE”), Project GLAD, Sheltered Instruction Observation Protocol (“SIOP”) and numerous language routines, all of which are described further below. These curricular resources and frameworks are also harnessed to various extents for designated ELD.

Generally speaking, like all students, EL students participate in a Multi-Tiered System of Supports model (MTSS, previously referred to as RtI) if their assessment results indicate that they struggle with any subject area especially in English Language Arts and mathematics. The support provided to EL students in RtI accommodates students' language level. In some cases, ELs and LTELs are provided supplementary intervention time to support their language acquisition. For example, an EL student might be strategically rostered in a Tier 2 or Tier 3 intervention program to support them with their development of phonics within the Wilson Language System if they are not performing at the benchmark level within their Tier 1 phonics instruction.

DESIGNATED ELD

"Designated ELD is protected during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas." (CA ELA/ELD Framework, Ch. 2, p. 91)

Classroom teachers are responsible for providing Designated ELD instruction throughout the week. CWC Silver Lake endeavors to align designated ELD instruction with the number of minutes of instruction recommended by the CDE (generally 30 minutes a day). For Designated ELD, EL students will work with an additional adult (e.g., intervention or EL) or will be placed in a Designated ELD group targeted to their level and/or grade span. Designated ELD instruction occurs for all ELs until they are identified as RFEP. These designated ELD lessons focus on increasing students' proficiency in English, as measured by the ELD Standards and ELPAC. This Designated ELD time is protected during the regular school day when teachers use the ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English.

CWC Silver Lake meets all requirements of federal and state law relative to ELs, including Long-Term English Learners ("LTELs") or ELs at risk of becoming LTELs, as it pertains to annual notification to parents (see Appendix E), student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The Designated ELD needs of students are currently addressed through the various frameworks and programs:

- **All Grades (K - 8)** - Adaptive programs like Lexia English have begun to be integrated as a blended learning approach to supporting students with language needs. This is an adaptive program that is integrated with the CA ELD standards and can support students across all language levels. This is a tool used more heavily in elementary grades and used to support newcomers in the middle school years.
- **Primary Grades (K - 3)**: Implementation of a CWC Silver Lake-developed Designated ELD program relying on the Balanced Literacy Framework and other teacher created supports.
- **Upper Elementary/Middle School Grades (3rd - 8th)**: Implementation of Dr. Kate Kinsella's [English 3D program](#).

MATHEMATICS (CORE):

The math model that is implemented allows for teachers to facilitate learning around the grade level mathematical content standards while putting the Standards for Mathematical Practice of the CCSS at the forefront of the work. We take a problem-based approach to teaching math that draws upon principles of Cognitively Guided Instruction (CGI). Curriculum tools are carefully

designed to develop students' proficiency as mathematical doers and thinkers by engaging students in taking an active role in constructing their understanding. Our students learn in community: they make sense of problems, persevere in solving, construct arguments, and discuss their ideas with their peers, building their sense of agency, ownership, and math identity. We use various tools to support math instruction. An example of such a tool is Illustrative Mathematics, a problem-based curriculum, which contains a number of features that distinguishes it from other math curriculum. These features include:

- A focus on three aspects of mathematical proficiency (conceptual understanding, procedural fluency, and application) as well as on students' attitudes towards mathematics.
- Activities structured using Five Practices for Orchestrating Productive Mathematical Discussions (Smith & Stein, 2011)
- High-leverage instructional routines, such as Number Talks and Notice and Wonders, that span multiple grade levels and develop students' conceptual understanding and mental math abilities.
- Features to support access for all students and especially students with disabilities, such as a consistent lesson structure, a pattern of independent think time before small group collaboration and whole group discussion, and tasks that allow students to engage with concepts in a progression from concrete to abstract
- Supplemental instructional supports aligned to the principles of Universal Design for Learning

The general progression of content skill development might look like:

- **KINDERGARTEN:** Students focus on two critical areas: representing and comparing whole numbers, and describing shapes and space. Students learn the number names and how to count in sequence, count objects, and compare numbers. They begin to understand that addition is putting together and adding to, where subtraction is taking apart and taking from.
- **FIRST & SECOND GRADES:** Students begin to represent and solve problems involving addition and subtraction within 20. Students work with addition and subtraction equations and extend their knowledge of the counting sequence. They develop their understanding of place value and the properties of operations to add and subtract. Students measure and estimate lengths in standard units and relate addition and subtraction to length.
- **THIRD GRADE** The focus shifts to multiplication and division. Students represent and solve problems involving multiplication and division within 100 and develop an understanding of the properties of multiplication and the relationship between multiplication and division. Students begin to solve problems involving the four operations, and identify and explain patterns in arithmetic. They develop an understanding of fractions as numbers, and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- **FOURTH GRADE:** Students continue using the four operations with whole numbers to solve problems. They generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. They extend understanding of fraction equivalence and ordering then build fractions from unit fractions by applying and extending previous understandings of operations. They learn to use decimal notation for fractions, and compare decimals and fractions.
- **FIFTH GRADE:** Students develop an understanding of the place value system. They perform operations with multi-digit whole numbers and decimals to hundredths. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions. In Geometry, they learn to understand the concept of volume and

relate volume to multiplication and addition. They also begin to graph points in the coordinate plane to solve real-world and mathematical problems.

SCIENCE (CORE):

Different curricula that are aligned to NGSS are used to enact, supplement and enhance standards-aligned teacher-created curriculum. With any curriculum that is embedded into science instruction, it must support our constructivist model and a belief that the best way for students to appreciate scientific enterprise, learn scientific concepts and develop the ability to think critically is to actively construct ideas through their own inquiry, investigation, and analysis. This mode of learning science creates students who are engaged with the scientific process of learning, which requires questioning, investigating, and analyzing.

Any strong science program is supported not only by taking students through hands-on constructivist experiences but also by engaging in science texts that build critical knowledge in this area. Texts can be embedded both before and after investigations and experiments. Science-based texts may include any of the following:

- Historical and biographical readings about scientists
- Fictional tales, myths, and stories about kids doing interesting things with science principles in an interesting context
- Expository reading to add detail and to extend the knowledge gained from direct experience
- Technical readings in which students follow instructions or technical explanations of scientific principle

The CWC Silver Lake science curriculum is, at its core, inquiry-based. Students engage in science via exposure to real world concepts and cross-curricular themes, and regularly apply critical thinking skills and test new ideas and hypotheses through labs and experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. The program is fully aligned to the NGSS.

With our constructivist approach to curriculum development and instructional strategies, and through our unique constructivist framework, the science curriculum and scientific thinking are woven effectively throughout the curriculum and integrated meaningfully with ELA, mathematics, and social studies curriculum.

At the elementary level, students engage in scientific exploration and observation through hands-on, integrated projects. Teachers develop thematic projects to address all of the standards content. Emphasis is placed on developing scientific methodology at increasing developmental levels.

Methods of all science courses include the tools of science (e.g., technology, hands-on materials) and support development of the reading, writing, analysis, and communication skills students need to become science-literate. Students tackle problems and challenges in science in varied ways (e.g., investigations, models), using critical thinking and problem solving to reach decisions grounded in knowledge and logic.

SOCIAL STUDIES (CORE):

Teachers use the “backwards design” method, beginning with identifying the state standards to be addressed, and determining which elements of the standards-based textbook they use and which elements would be better taught by supplemental materials.

Curriculum planning maps will be revised on an on-going basis through teacher work groups and based on student assessment results.

The History/Social Studies curriculum at CWC Silver Lake is based on California content standards and aims to provide students with rigorous, inquiry-based, and experience-centered lessons and classes that allow students to acquire core knowledge in history and the social sciences. At all grade levels, students work to “think like historians and social scientists” so they recognize connections to the present and the past in order to reach a greater understanding of themselves and the world around them.

At the elementary level, social studies is integrated across the curriculum through an inquiry/project-based approach. Addressing all content standards, students study and explore themes and concepts of history, economics, and the broader social sciences by engaging in life-based activities, re-enactments, field trips, and research projects. Strong emphasis is placed on the integration of reading and writing skills across the curriculum through the use of first source materials, emphasis on comprehension skills for nonfiction, and research strategies.

Below is an example of inquiry unit throughlines that are aligned to CA History/Social Science Standards that demonstrate what the possible overarching themes for every grade level might be. The actual themes and throughlines for each grade level and unit are determined by teachers, driven by standards and curricular resources.

- **KINDERGARTEN:** Community and relationships
- **GRADE ONE:** Citizenship
- **GRADE TWO:** Culture
- **GRADE THREE:** Change and impact
- **GRADE FOUR:** Perspectives (focus on California history)
- **GRADE FIVE:** Design (focus on United States history and geography)

Additional Curriculum

VISUAL AND PERFORMING ARTS: Specials and electives that fall under the arts are an important component of the CWC mode. CWC Silver Lake hires individual and/or external organizations to provide visual and performing arts instruction to students throughout the week/trimester. These individuals/companies provide necessary equipment and materials as well (e.g., musical instruments). We facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.).

HEALTH AND PHYSICAL EDUCATION: The goal for the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. In addition to the development and enhancement of physical skills, human development is a central part of the health curriculum.

The physical education program at CWC Silver Lake emphasizes individual motor skills, fitness and good sportsmanship. Students in grade five participate in the standardized Physical Fitness Testing, and the California Fitnessgram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility.

Age-appropriate health education lessons will be incorporated into the academic curriculum taught by the physical education teacher. As part of health education, students in grades K-5 will learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills important for students to know and do include: types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term

consequences of dietary habits, variables that affect dietary requirements, such as age, amount of activity level, weight and other health conditions.

SOCIAL AND EMOTIONAL LEARNING: CWC Silver Lake believes that Social and Emotional Learning (“SEL”) is integral to academic success. A number of tools have been blended together to create a SEL program that specifically develops skills in:

- Self-recognition and self-management of one’s emotions
- An understanding of others including empathy and perspective-taking
- Decision making, problem solving and resolving conflict

Mindfulness is at the core of this program. Through designated SEL sessions and in an environment dedicated to social and emotional intelligence, children are learning how to be happier and healthier, working and learning effectively.

Social and emotional learning materials include the Cool Tools Tool Box and supplementary curriculum resources such as Second Step, Responsive Classroom, Mind Up and others.

TRANSITIONAL KINDERGARTEN: We believe that students who are enrolled in Transitional Kindergarten (“TK”) should have time and space to develop intellectual and social-emotional skills and abilities so that they have a solid foundation and are confident to begin Kindergarten the following year. When justified by enrollment, we have a separate TK classroom and curriculum so that we can meet the needs of each individual student and create a cohesive classroom community. During this TK year, students will be working towards the Kindergarten standards, using age and developmentally appropriate instructional strategies, and Kindergarten curriculum materials.

1.13A.2: Curriculum for Secondary School

All courses in the CWC Silver Lake grade 6-8 program meet state standards in every content area. Curriculum planning will ensure that units and lessons will be designed to ensure that state standards are taught to every student. The course sequence has also been designed to ensure that all appropriate state standards are taught in each grade level. The course sequence is:

	Courses		
	6 th Grade	7 th Grade	8 th Grade
English Language Arts	6th Grade ELA	7th Grade ELA	8th Grade ELA
Mathematics	6th Grade Mathematics	7th Grade Mathematics	8th Grade Mathematics, with option to take Algebra (meets high school graduation requirements)
History/Social Studies	6th Grade Ancient History	7th Grade World History	8th Grade United States History

Science	6th Grade Integrated Science	7th Grade Integrated Science	8th Grade Integrated Science
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In grades 6-8, all students take Spanish and Physical Education in addition to their core academic courses. Additionally, students have the ability to choose an elective course or “clubs” each year. Elective course offerings will vary year to year based on student interest and teacher availability, and options range from Drama, Foreign Language, Visual Art, Dance, and Chorus to Computer Science and Robotics.

Instructional Materials

Curriculum materials for each content area for 6th-8th grades are chosen based on the process described elsewhere in this charter (e.g., backwards design, alignment with Common Core State Standards, differentiating instruction, etc.).

In the descriptions below, we describe a set of subject-specific curricular programs that are aligned to the state standards and that provide the foundation for CWC Silver Lake’s educational program. As described above, CWC Silver Lake wishes to empower teachers to be the most effective educators possible, and, therefore, purchased curricular materials are used as a basis upon which teachers will build. During the blocks of time when subject-specific lessons occur, teachers draw upon the resources described below and other resources they deem appropriate for their students.

ENGLISH LANGUAGE ARTS (CORE):

As noted in the introduction of the CCSS for ELA/Literacy, the standards “insist that instruction in reading, writing, speaking and listening and language be a shared responsibility within the school.” Therefore, ELA is taught on its own and in all content areas: Science, Social Studies, and Math. We use a curriculum that is not only aligned to the Common Core State Standards for ELA but is aligned to our elementary ELA program as well. The curriculum engages students to comprehend literary works and informational materials of increasing length and complexity and emphasize evidenced-based writing.

ELA in grades 6-8 builds off of the strong program in elementary grades by incorporating opportunities for building knowledge, developing vocabulary and comprehending of complex grade-level texts in both fiction and nonfiction. Specific attention is focused on teaching students to select and utilize specific evidence from text. Additionally, in the upper grades, ELA teachers devote considerable time to support students in developing argumentative and information pieces of writing that effectively link a student’s claim and supporting evidence with coherent reasoning.

MATHEMATICS (CORE):

CWC Silver Lake Mathematics classes for grades 6-8 follow the Common Core State Standards for Mathematics, which offer all students access to fundamental algebraic concepts by the end of 8th grade. In recognition of the significance of algebra mastery as a corollary to high school graduation, our teachers ensure that all students have achieved appropriate algebraic skills in algebra in eighth grade to be prepared for the subsequent high school mathematics standards.

In order to achieve the Common Core State Standards in Mathematics for grades 6-8, we utilize a nationally recognized, problem- based mathematics program that develops both conceptual and procedural mathematical understanding by engaging students in the Standards for Mathematical Practice. This curricula is carefully designed to build on prior knowledge, giving students’ opportunities to make sense of problems and persevere in solving them.

The general progression of content skill development looks like:

- **SIXTH GRADE:** Students apply and extend previous understandings of multiplication and division to divide fractions by fractions, and of numbers to the system of rational numbers. They learn about ratio concepts and use ratio reasoning to solve problems. They apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities and represent and analyze quantitative relationships between dependent and independent variables.
- **SEVENTH GRADE:** Students apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. They learn to analyze proportional relationships and use them to solve real-world and mathematical problems. They use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- **EIGHTH GRADE:** Students work with radical and integer exponents. They develop their understanding of the connections between proportional relationships, lines, and linear equations. Students analyze and solve linear equations and pairs of simultaneous linear equations. They define, evaluate, and compare functions and then use functions to model relationships between quantities.

SCIENCE (CORE):

CWC Silver Lake provides an Integrated Science Curriculum for grades 6-8, following the curricular recommendations of the California State Board of Education. In the Integrated Pathway, Disciplinary Core Ideas are sequenced to build understanding across the traditionally segregated science disciplines of life science, earth and space science, and physical science, creating connections across topics through the Cross Cutting Concepts.

CWC Silver Lake follows the NGSS Integrated Science Course Pathway that was recommended as the preferred model by the California State Board of Education in 2013. For these courses, we have chosen to embed curricula like Amplify Science as well as a variety of supplemental resources into our science Inquiry units. These curricula engage students in investigating questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and using models to explain phenomena; and engaging in argument from evidence, all in a literacy and discourse-rich environment.

A sample of essential questions used in a middle grades science course might include:

- What can cause Earth's climate to change?
- What affects the energy flow through an ecosystem, population, and organisms and how are these connected?
- How do living things change over time?
- How are forms of energy affected and changed?

The general progression of content skill development might include:

- **GRADE 6:** Cells, Organisms, and Body Systems, Weather and Climate, Global Climate Change
- **GRADE 7:** Ecosystems, Natural Resources, Structure and Properties of Matter
- **GRADE 8:** Natural Selection, History of Earth and Space, Waves and Electromagnetic Radiation, Energy, Forces and Interactions

SOCIAL STUDIES/HISTORY (CORE):

Teachers pull from a variety of standards-aligned curricula and a set of instructional strategies that actively involves the learner in developing historical thinking skills and perspective taking as well as practicing reflective and predictive skills in real life contexts. We aim to have social studies classrooms that are cooperative, culturally-responsive, and interactive where students get to interact and share their understanding of content with the use of multiple intelligences. Third, the aim is that social studies instruction enables deep mastery of historical knowledge, concepts, and processes.

Additional Curriculums

SPANISH/FOREIGN LANGUAGE (NON-CORE, Grades 3-8): Students at CWC Silver Lake take Spanish starting in 3rd as a way to develop their listening, reading, speaking, and writing skills in a foreign language. Students acquire vocabulary and grammar to be able to express themselves in complete sentences and short paragraphs using the present and preterit tenses, and be able to use formations that allow them to discuss future action. Students also develop fluency skills with accurate pronunciation and intonation, while fostering an appreciation of Spanish-speaking cultures. The Spanish teacher utilizes a variety of instructional resources for Spanish instruction including Duolingo, Blooket, and Jeopardy Labs.

VISUAL AND PERFORMING ARTS (NON-CORE): Similar to the elementary school grades, in grades 6-8, CWC Silver Lake hires individuals/companies for our arts instruction. These individuals/companies provide necessary equipment and materials as well. The curriculum provided in the visual and performing arts meets the broad course of study requirements.

HEALTH AND PHYSICAL EDUCATION (NON-CORE, Grades TK-8): The goal for the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. In addition to the development and enhancement of physical skills, human development is a central part of the health curriculum.

The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in grade seven participate in the standardized physical performance test, the California Fitnessgram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility.

Age-appropriate health education lessons are incorporated into the academic curriculum through the advisory program. Through Health and Advisory classes, students are also exposed to drug and alcohol awareness education to reinforce good decision-making and positive self-esteem.

SELECTION OF ADDITIONAL CURRICULAR MATERIALS

The curricular purchases are implemented by the administration and purchased well enough in advance to ensure timely implementation and training. When appropriate, teachers are able to provide input and research on any curriculum review and adoption processes that take place. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions.

We also draw on our experiences in prior years and at other CWC Los Angeles schools. CWC Silver Lake assesses students' progress in each of the curricular areas (as detailed in Elements 2 and 3 below). The analysis of student performance data, supplemented by observation of instruction and teachers' reflections, indicates if there are ways in which the curricular

materials need to be revised or supplemented. Furthermore, as we select additional curricular resources, we will turn to our network of successful schools to ask about the materials that they have used, their success with those materials, and the areas in need of being supplemented.

Curricular materials are also analyzed from the perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs.

Decisions are made in light of the following questions:

1. Does its design and content clearly connect to or support a standards based curriculum?
2. Is interactive learning promoted and is the child's construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
6. Are the expectations realistic and attainable at this time, or could the children more easily and efficiently acquire the knowledge or skills later on?
7. Is it of interest to children and to the teacher?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it build on and elaborate children's current knowledge and abilities?
10. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
11. Does it facilitate integration of content across traditional subject matter areas?
12. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
13. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
15. Does it promote the development of higher-order abilities such as thinking, reasoning, problem solving, and decision-making?
16. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?¹⁵

Curriculum, materials, and instructional activities are selected by teachers, the Co-Principals, and relevant outside consultants (e.g., special education consultants) based on their relevance and appropriateness, alignment with standards, our definition of an educated person in the 21st century, and goals of the school as a whole. Choices must be compatible with the school's emphasis on active learning strategies, investigation, and assessments. Supplementary and enrichment resources can be chosen at the discretion of the teacher, and must be used in a way that is compatible with the school's educational philosophy.

All instructional activities are developed in alignment with the stated goals and measurable student outcomes of CWC Silver Lake.

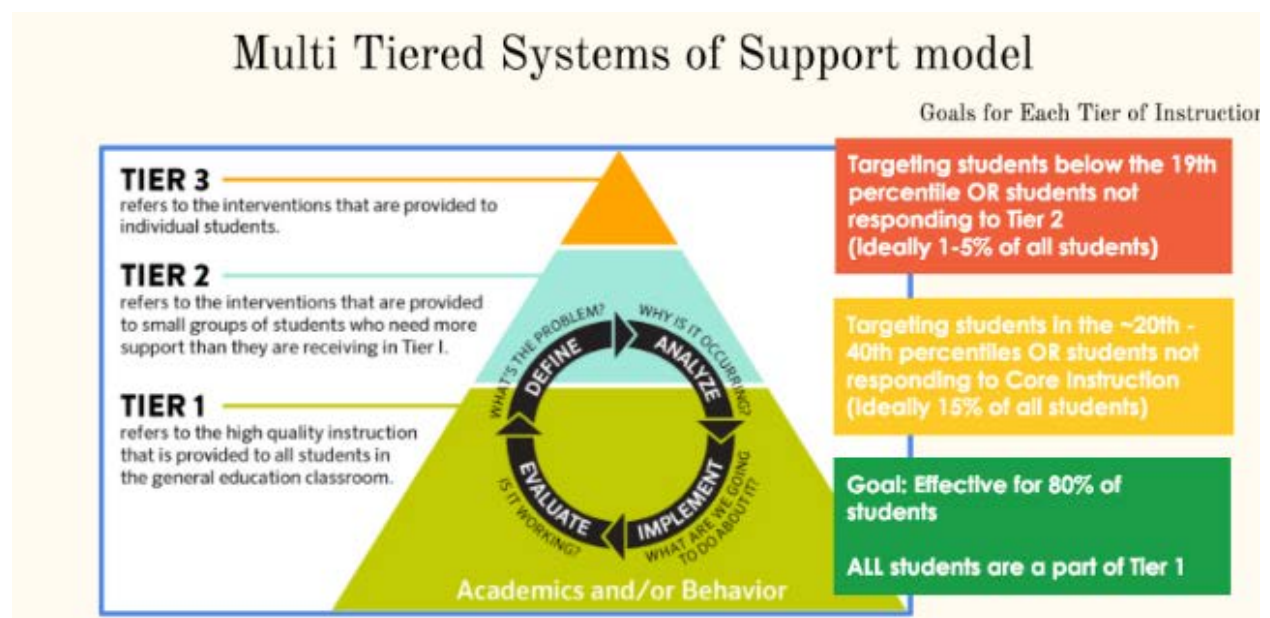
1.13B: Intervention and Enrichment Programs

When selecting curricular materials for interventions, we ensure they align with the philosophies and practices of our core Tier 1 programs. At CWC Silver Lake, we've identified intervention

programs in both foundational literacy and mathematics that complement our main instructional resources: Illustrative Mathematics and Foundations. For phonics intervention, students who need additional support use materials from Wilson Reading, the same publisher as Foundations. Wilson Reading provides a comprehensive intervention curriculum, including planning resources and progress monitoring tools, to help teachers focus on the most critical areas for reteaching. In mathematics, although Illustrative Mathematics doesn't offer a separate intervention curriculum, we've carefully chosen supplementary materials that align with its problem-based approach, reinforcing students' conceptual understanding of math concepts and procedures.

These targeted interventions are integral components of our overall approach to supporting student success. To ensure that every student receives the appropriate level of support, all CWC LA schools utilize a Multi-Tiered Systems of Support (MTSS) model, which provides a structured framework for delivering and monitoring interventions across various tiers. This serves as a foundational framework to ensure that every student receives the appropriate level of academic and behavioral support needed for success. MTSS is a comprehensive, data-driven approach that integrates various levels of intervention to address the diverse needs of our student population. By systematically providing increasing levels of support based on individual student needs, MTSS enables us to offer targeted assistance, from universal strategies that benefit all students to more intensive interventions for those requiring additional help. This model not only promotes early identification and intervention for academic and behavioral challenges but also fosters a collaborative environment where educators, parents, and support staff work together to create personalized learning experiences. Through MTSS, our school aims to enhance student outcomes, close achievement gaps, and build a supportive, responsive educational community.

Our process is outlined within this graphic, and further detailed below.



General Intervention Program Guidelines:

- Our work needs to be focused on the overarching goal that Tier 1 instruction should be effective for 80% of students. The efficacy of Tier 1 needs to still be our primary goal.
- Tier 2 should not be seen as a cure-all for ineffective Tier 1 and Tier 3 should not be seen as a cure-all for ineffective Tier 2.
- For after school intervention, our initial focus at the elementary level will be on prioritizing students in grades 2nd - 5th. If capacity and staffing allows, we will add additional groups that include more primary age students (K/1).

- Given capacity, resources and staffing, our initial efforts to develop effective systems of intervention exist more at the Tier 2 intervention level (on top of IEP related services). In the future, we hope to add more programs and resources for more robust Tier 3 opportunities.

Intervention Rostering Guidance:

- To the extent capacity allows, students will be matched to a level of intervention that correlates to each student's risk classification.
 - e.g. students consistently performing in the 0 - 19th percentile bands should be matched to Tier 3 services when possible while students performing in the 20 - 40th percentiles should be matched with Tier 2 services
- To more strategically roster students for the appropriate intervention rostering, we aim to compare different data points before recommending any student for a specific intervention
- When comparing different data points (such as a students' achievement and growth in measures like NWEA Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Universal Screener for Number Sense and other curriculum-based assessments) at the start of any school year, we will start with Spring data from the previous school year (which does not account for any potential summer slide a student may experience). Beyond Spring data, we will engage in a step-by-step process to determine if other more recent data points (other Beginning of Year assessments) "tell the same story" or offer a different view of a child's understanding.
 - If a child's data does tell a consistent story, their risk levels can be seen as consistent and they can be recommended for either Tier 2 or 3 services
 - If a child's data does not tell a consistent story, we will confer as a team and, when possible, with a teacher to gain further insight. We might deprioritize this student for the moment.
- We will ensure that students prioritized for any school day or after school intervention come from historically underperforming subgroups (FRL status, EL status, Students with Disabilities (SWDs), students from Latinx backgrounds, etc.).
- Students prioritized and recommended by school and regional CWC LA instructional leadership for any additional after school intervention must fall into at least one of the higher-eligibility categories (e.g. FRL/EL status, SWDs, & Homeless/Foster Youth). Spots for other students will only become available when students from these subgroups have been considered and offered spots when appropriate.
- In particular, ELs who are not able to engage in school day interventions (based on the structure of that school's intervention model) may be prioritized for after school intervention.
- Students receiving school day intervention, will likely not be prioritized for after school intervention of the same kind (if a student received phonics in the day they will not likely be prioritized for phonics in the after school setting).
- When possible, leadership teams will confer with teachers before solidifying intervention rosters to solicit teacher input.

Yearlong Progress Monitoring and Re-Rostering Guidance:

- A key component of any Response to Intervention framework is routine data review processes that allow educators to monitor the effectiveness of instruction at all levels before determining if a student is newly eligible for Tier 2 or Tier 3 services OR before a student is recommended for being exited from intervention.
- Students who do not make progress within Tier 2 intervention might be recommended for additional, more intensive intervention during the school day if capacity allows (within a smaller group or meeting with greater frequency) OR might be recommended for an after school intervention group.
- Additionally, students who receive Tier 2 intervention who do not make progress may be ultimately recommended for a more formal Student Success Team (SST) process and,

potentially, a special ed. evaluation.

- Any student who has been invited to after school intervention who has poor attendance in that program may risk losing their spot at the end of or within any given intervention cycle.

Enrichment Offerings

While targeted interventions play a crucial role in supporting students who face academic challenges, it is equally important to provide opportunities that enrich their learning experiences. By offering a diverse range of enrichment programs, we can nurture students' strengths, ignite their passions, and foster a well-rounded educational journey. These enrichment activities not only complement the academic rigor but also empower students to explore new interests and develop critical life skills.

Some examples include:

- Elementary School Day Specials & Clubs
 - Spanish, music, art, physical education
- Middle School Electives
 - Spanish, art, drama, physical education
- After School Enrichment Program
 - Yoga, cooking, Lego engineering, flag football, volleyball, soccer, track and field
- Student Leadership Opportunities
 - Active Citizens program (elementary), student council (middle), Diversity, Equity, Inclusion, and Belonging (DEIB) council, Weekly Wolf student newspaper
- Extension and Challenge Activities
 - Algebra 1 class, Math Circle extension class
- Field Trips
 - Astro Camp (5th grade), Catalina Island (8th grade), Medieval Times (7th grade), College field trips (all middle school grades)

1.14C: Independent Study

Independent study is a voluntary optional alternative in which no pupil may be required to participate; a classroom option will always be available to the child. "Independent study" includes all non-classroom-based instruction, including video conferencing, and online education. **Independent study** may be utilized for students to ensure that students continue their academic progress while absent under limited circumstances. The school shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.

Independent study is available for students who miss more than one (1) school day due to health-related concerns, parent travel due to work, or other unforeseen circumstances (e.g., family health emergency, etc.) and must be approved by the principal or designee. For students who participate in fifteen (15) or more days of independent study during one school year, a plan will be developed in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction.

1.14D: CURRICULUM RESOURCES AND MATERIALS

CWC Silver Lake currently uses the following materials aligned with the California State Content and Performance Standards, including CCSS, to deliver the curriculum. In years ahead, resource selection may change upon a thorough review of curriculum options. All curricular and instructional materials will be aligned to state content and performance standards, including CCSS.

TK-8 Curricular and Instructional Materials		
Subjects	Core Curriculum & Texts	Relationship to State Standards / Common Core / NGSS
Language Arts	<i>Foundations Phonics and Word Study</i> (TK-3, Tier 1); <i>Foundations Intervention, Just Words</i> and <i>Wilson Reading System</i> (K - 8, Tiers 2 - 3); Fishtank English Language Arts (K - 8)	State Board Adopted Materials, CCSS Aligned
English Language Development	Lexia English (K and up) English 3D (4 - 8) Approaches to embed ELD into Inquiry learning: Specially Designed Academic Instruction in English ("SDAIE"); Sheltered Instruction Observation Protocol ("SIOP"); Guided Language Acquisition (GLAD)	CCSS Aligned
Mathematics	San Francisco Unified Mathematics Curriculum (TK) Illustrative Mathematics (K - 8) Supplemental: Building Fact Fluency (K and up) Cognitively Guided Instruction (TK-5),	CCSS Aligned
Science	Example curricula embedded into Inquiry science units: Amplify Science and OpenSciEd (K-8)	Aligned to NGSS
History / Social Science	Example curricula embedded into Inquiry social studies units: Teaching for Understanding ("TFU"); History Alive! (6-8); teacher-developed curricular materials (TK - 8)	Backwards-design planning template require teachers to explicitly name the CCSS ELA, Math and CA State Content Standards that are integrated in each unit
Physical Education, Health	Playworks Game Guide (TK-8); teacher-developed curricular materials	Aligned to state content and performance standards

For subject areas like social-studies and science, purchased curricular materials are a basis upon which teachers build. During the blocks of time when subject-specific lessons occur, teachers draw upon the resources described below and other resources they deem appropriate for their students. In this way, teachers can utilize the "Backward Design" (Wiggins, McTighe, 2005) methodology of devising lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, lesson plans need to be constantly revised to accommodate new

assessment information (Data Informed Instruction), and lessons need to be customized to suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Informed and Differentiated Instruction, teachers receive professional development experiences and administrative guidance in designing purposeful assessments, making objective observations, and adjusting instruction and curriculum to best serve student needs.

We chose the curricular programs, with the following curricular progression and skills that are aligned to CCSS and state standards, to form the core basis of our instruction.

1.15: INSTRUCTIONAL METHODS AND STRATEGIES

The following subsections present CWC Silver Lake's approach to instructional strategies. We begin by emphasizing our belief that teachers should have a repertoire of strategies at their disposal and offer numerous examples. Then we present two of those instructional techniques in more detail: literacy instruction and inquiry/project-based learning.

RICH REPERTOIRE OF INSTRUCTIONAL TECHNIQUES: Constructivism is a theory about learning, not a description of teaching. No 'cookbook teaching style' or set of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. Instead, teachers use instructional techniques flexibly to promote the construction of students' understanding.

The skilled teachers at CWC Silver Lake utilize a rich repertoire of instructional strategies. In consideration of what s/he plans to teach and what students already know and previous instruction, s/he Selects the appropriate instructional technique. In addition to the project-based learning and balanced literacy methods presented below, methodologies draw from:

DYNAMIC AND VARIED GROUPING: The practice of "pigeon-holing" students in stagnant groups for an entire school year or semester is often a detriment for the student. Research supports practices where instructional groupings are varied from homogeneous to heterogeneous and change often, as the students' capacities develop. Parents of young children recognize that their children can make great leaps in development seemingly "overnight" – our groupings of students will be fluid in recognition of this reality.

TARGETED RE-TEACHING: When formal or informal assessments reveal that one or more student(s) are struggling with a particular skill or concept, those students will receive targeted instruction that re-teaches that skill or concept. This instruction may be a single, brief lesson to correct a misconception or multiple sessions to address a more complex concern. Our staffing structure allows for a variety of small group instructional methods by offering small group instructional support by the teacher while the assistant (where applicable) monitors independent work, partner games and activities, and technology- guided instruction throughout the classroom.

SMALL GROUP INTERVENTION: CWC Silver Lake is intentionally designed to include small-group instruction on a regular basis. Teachers and teaching assistants (where applicable) lead small group intervention lessons for students with specific needs.

PEER CONFERENCING AND CROSS-AGE TUTORING: Tutoring and conferencing with fellow students in one's own classroom and at other grade levels is an effective strategy for enhanced learning in literacy, as well as in academic areas. While a variety of both cross-age and peer tutoring models may be used successfully to benefit both the student tutor and the student being tutored, student-to-student tutoring is not the primary means for supporting students who are struggling academically. That remains the responsibility of the classroom teacher (supported by the Student Support Associates, where applicable). The teacher will

monitor students' progress according to the assessments and assessment procedures outlined in Element 2 and Element 3.

METACOGNITION: Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion, help students become aware of their own thinking; this is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

ACADEMIC DISCOURSE: Academic discourse with elementary and middle school students involves structured communication that helps them understand and engage with academic content. It includes the use of specific vocabulary, asking questions, and discussing ideas to develop critical thinking and comprehension skills. This discourse encourages students to articulate their thoughts clearly and to collaborate with peers in a meaningful way. Through this interaction, students learn to navigate and contribute to classroom discussions effectively.

DIRECT INSTRUCTION: As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high-level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice and teacher feedback to ensure success
- Holding students accountable for their work through frequent teacher review

TEACHER LECTURE: A familiar, and effective method for teaching when used judiciously and appropriately is teacher lecture. Synthesized research on learning processes presented in *How People Learn* (1999) confirms that "experts' abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter." (p. 9) Facts acquired through lecture, text or empirical research are an essential component of constructing knowledge.

Teachers selected to join the faculty already have demonstrated skill in a variety of instructional strategies. CWC Silver Lake supports the ongoing development of their pedagogical skill through extensive professional development and coaching.

CWC Silver Lake's academic model demands high-quality teaching and expert teachers. As such, professional development and a selective hiring process are core components of the school's design. By providing high-quality professional development, as well as time for teachers to meet, discuss, and learn what works best with their students, CWC Silver Lake enables teachers to use the most effective strategies for helping all of their students become active, motivated learners who master the knowledge necessary for life-long learning and success.

Literacy Instruction

CWC Silver Lake's vision for effective ELA instruction includes the following instructional essentials:

- **Explicit instruction in foundational literacy skills**
 - Foundational skills are explicitly and systematically taught using the multisensory

approach.

- Data-informed, small group intervention instruction builds foundational skills to ensure all students become fluent readers and writers.
- **Ensuring comprehension and command of reading and writing across genres**
 - By activating background knowledge and asking carefully sequenced questions, teachers help all students to cultivate depth of knowledge and understanding of content across genres.
 - Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **Centering authentic, diverse, appropriately complex texts**
 - All of our students, regardless of their reading level, build their knowledge of the world, gain confidence with challenging texts, and develop the critical thinking skills necessary for choice-filled lives.
 - Lessons are spent on tasks that require productive struggle in which students read, write, and speak about texts that provide windows and mirrors¹⁸ to the human experience and help them coherently build knowledge of the world.
- **Prioritizing student voices through academic discourse**
 - Teachers guide students to engage with texts in ways that both honor the author's purposes and student's backgrounds, experiences, and interests.
 - In whole and small group settings, teachers engage students in rich, structured discussions by carefully planning well-sequenced questions that allow all students to arrive at insightful analysis.

Students do the thinking. They are provided with opportunities to explore, talk, ask questions, listen to multiple perspectives, and be creative. They root their thinking and discussion in evidence from the text, and they deepen their discussion by incorporating academic vocabulary.

The following literacy instructional techniques include methods for teaching reading and writing:

READING

INTERACTIVE READ ALOUD: The teacher reads the text aloud and takes the opportunity to develop students' listening comprehension with texts that are more complex than they can read independently.

LITERATURE DISCUSSION: These discussions are structured ways for students to engage in academic discourse. They are guided by the text-dependent questions that teachers plan in a careful sequence to help students make meaning from the text.

SHARED READING: Students read aloud from a common enlarged text. In primary, this might be a big book or a chart. In the upper grades, the teacher might project an article to highlight key text features.

SMALL GROUP READING: The teacher brings together a small group of students who have similar needs in order to provide more targeted instruction.

WRITING

MODELED WRITING: The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing.

SHARED WRITING: The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.

¹⁸ National Association for the Education of Young Children ("NAEYC") and the National Association of Early Childhood Specialists in State Departments of Education ("NAECS/SDE").

INTERACTIVE WRITING: This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is only used with beginning writers and focuses on the features of letters and words.

INDEPENDENT WRITING: Students apply the writing skills they've learned to their individual writing projects while the teachers monitor student work and/or conducts small group instruction.

Taken together, the aforementioned instructional techniques are structured according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student.

MATHEMATICS

CWC Silver Lake follows the "Problem Based Lesson Structure", a process that follows this structure:

- **Warm-up:** The first event in every lesson is a ~5–10 minute warm-up.
 - Purposes
 - Invite students to get ready for the day's lesson
 - Give students an opportunity to strengthen their number sense or procedural fluency.
 - Strengthen students' skills in listening and speaking about mathematics.
- **Activity:** One to three classroom activities per lesson. The heart of the mathematical experience and the bulk of the time spent in class.
 - Purposes:
 - Give students experience with a new context.
 - Introduce a new concept and associated language.
 - Introduce a new representation.
 - Formalize a definition of a term for an idea they have encountered informally.
 - Identify and resolve common mistakes and misconceptions that people make.
 - Practice using mathematical language.
 - Work toward mastery of a concept or procedure.
 - Provide an opportunity to apply mathematics to a modeling or other application problem.
 - *Some activities have associated optional extension problems, made available to all students.*
- **Activity Synthesis:** The last portion of each lesson activity where students synthesize what they have learned in that particular activity.
 - Each activity includes flexible options for teachers to support students in solidifying topics from the activity, often including questions to ask students.
- **Lesson Synthesis:** After the lesson activities, the teacher summarizes the day's activities for ~5–10 minutes.
 - Teachers ask students questions about the day's activities that enable students to synthesize what they have learned.
 - Each lesson includes synthesis questions that a teacher might pose.
 - Teachers can use this time in any number of ways, including providing an opportunity for students to think about their learning using the learning targets.
- **Cool-down:** The last piece of every lesson is a ~5 minute cool-down.
 - Students are given a brief formative assessment.
 - Students work independently and turn in to the teachers.
 - Responses can be used to guide further instruction.
 - One cool-down is provided for every lesson, except the culminating lesson in the unit and the lessons in the culminating units (6–8) or modeling prompts (9–12).

Problem-Based Lesson Structure



All Subjects

Inquiry/Project Based-Learning

Learning is a process of making connections, of understanding how things are related. As reflective learners, children connect what they've learned to their own lives. Rather than studying math and then separately studying science and then separately studying language arts standards, project-based learning integrates the skills and knowledge attainment through meaningful, "real" scenarios. Thoughtful questions and activities help children synthesize their new knowledge and apply it to new situations. Real learning is generative. One question often leads to another. As students progress through our transitional kindergarten through 8th grade program, they will internalize this process and work more efficiently, as well as deepen their learning through the implementation of their projects.

CWC Silver Lake defines Inquiry/project-based learning as a curricular and pedagogical strategy that organizes students' mastery of state standards in the academic disciplines around projects. It is important to understand that project-based learning does not replace content area time but rather is part and parcel of that same objective to achieve state standards mastery across all core disciplines. The projects are another means to the desired ends. Thus, project-based learning aligns well with a standards-based curriculum, as educators in several research studies have demonstrated (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000). In this framework, students fulfill explicit educational goals as they are actively involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously, as well as cooperatively, over extended periods of time; they reflect on their work, receive feedback, and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; and their final product represents the skills and knowledge they gained (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999).

For ELL and socioeconomically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to project-based learning provide ELs with systematic opportunities to improve their English language proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than

the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

Furthermore, in diverse schools such as CWC Silver Lake, inquiry/project-based learning takes on added dimension in developing skills for problem-solving across lines of difference. In painting a portrait of "Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language," the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* include the need to "come to understand other perspectives and cultures." The standards guide further explains that students who are college and career ready "actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds."

In schools with homogenous student populations, students are not exposed to learning opportunities that promote cross-cultural understanding. Evidence indicates that indirect programs that merely transmit information about other groups but aren't able to utilize intergroup contact have little impact on actually changing the behavior of students. Skills needed to relate to students of other racial and ethnic groups require practice.

Supreme Court decision: In *Grutter v. Bollinger*, the Court's opinion drew on briefs filed by the military and leading U.S. businesses to assert the need for a diverse education that supports the development of cross-cultural experiences and understandings that are required for success in the global marketplace and the increasingly diverse and multiracial U.S. society.¹⁹

Most recently, in *Fisher II*, Fortune 100 companies filed a brief again emphasizing the importance of a diverse education for preparing individuals to succeed in the diverse and global work environment.²⁰

Racially diverse schools promote social cohesion and reduce prejudice by fostering cross-racial understanding in ways that are not possible in homogenous school environments.

Instructional Design of Projects

CWC Silver Lake faculty develop projects that cover social studies and science standards, incorporate language arts and mathematics standards, arts standards, and more, integrating learning outcomes derived from the multiple intelligences. All project based learning curriculum modules integrate content standards and learning outcomes across content areas, focused on real problems, compelling themes and topics, and are linked to standards in social studies, history, literacy, visual, performing and media arts, mathematics and science. The materials offer a means of pursuing big ideas, ideas that students value. Students use new knowledge and skills to solve problems, explore, and gain and show understanding. Literacy and informational texts, the arts, writing, science, and mathematics all become powerful learning tools. Students build the repertoire of knowledge and skills they need to become life-long learners. These include the confident use of informational sources, reading and writing

¹⁹ Consolidated Brief of Lt. Gen. Julius W. Becton, Jr. et al. as Amici Curiae Supporting Respondents, *Grutter v. Bollinger*, 539 U.S. 306 (2003). Brief for 65 Leading American Businesses as Amici Curiae Supporting Respondents, *Grutter v. Bollinger*, 539 U.S. 306 (2003)

²⁰ Brief of Fortune-100 and Other Leading American businesses as Amici Curiae Supporting Respondents, *Fisher v. University of Texas*, 579 U.S. __ (2016).

strategies, speaking and listening skills and strategies, arts skills and strategies, problem solving and thinking strategies, quantifying strategies, and collaboration skills and strategies as they develop each of their intelligences across a spectrum of domains.

The broad topics for these projects are teacher-created to support standards-based instruction and the specifics of each project will integrate students' own interests. The degree of their autonomy is dependent on the grade (and maturity) of the students. Over time, students learn to take more responsibility for their own learning processes and demonstrations of learning.

Teachers design projects that allow for greater opportunities for student responsibility, decision-making, and connection-building. Teachers' projects connect to the standards, consider cognitive and social development, build on prior years and feed into subsequent years for vertical articulation. Each project integrates Common Core and/or California State Standards across content areas. Teachers document the children's learning through note taking, pictures, tape recordings, and video.

When students work on projects, they use the resources detailed in this charter across the different core content areas and supplemental resources, as students produce their own questions and enhance their own learning via computer-based research, library research, and other resources. A project's central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to CCSS on the part of students (Bereiter & Scardamalia, 1999). If the central activities of the project represent no new challenges to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project-based learning experience.

CWC Silver Lake's teachers use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process follows three basic steps:

1. **PLANNING THE PROJECT:** Teacher identifies specific state content standards the project is intended to address across disciplines and engages in "backwards design" to prompt students to engage in learning that will lead to the desired standards mastery.
2. **BEGINNING THE PROJECT:** Teacher elicits questions and problems from students and rephrases, as needed, to pose developmentally-appropriate, challenging questions or problems that become the "driving" question for the project (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994).
3. **WEEKLY PROJECT TIME:** In line with the "master-apprentice relationship," CWC Silver Lake's teachers will then "scaffold" instruction: breaking down tasks, using modeling, prompting, and coaching, to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the CCSS.

Projects are developed and implemented in alignment with the following research-based elements:

- Standards-based curriculum, instruction, and assessment planning linked to big ideas. (Mitchell, Wiggins)
- Intelligence as the development of wide range of aptitudes rather than a single, fixed aptitude (Gardner, Resnick, Sternberg)
- Student-centered, inquiry-based instruction. (Danielson, Hayes Jacobs, Wiggins)
- Focus on Literacy: thinking, viewing, listening, speaking, reading, and writing all day

long. (Allen, Harvey, Taylor)

- Focus on numeracy: time management, assessing data, economics and money management, space planning and design.
- Literary, visual, performing, and media arts inside the natural cycle of learning. When children express themselves through the arts, they are involved deeply in thinking processes and discovery.
- Family and community cultures embedded in classroom and school life with families as partners in the educational process and extensive community involvement. (Epstein)

Teaching for Understanding

In creating its instructional project-based learning units, CWC Silver Lake draws inspiration from the other CWC LA schools, as well as the planning resources and 21st century skills created by the Buck Institute of Education. CWC Silver Lake also relies on *Teaching for Understanding*, an educational pedagogy that uses the following four questions as a foundation for its framework:

- What topics are worth understanding?
- What about these topics needs to be understood?
- How can we foster understanding?
- How can we tell what students understand?

These same guidelines can be applied to teaching at all grade levels, even through higher education.

Curriculum development has taught our team about the importance of considering curriculum development in hiring decisions. We recognize the importance of hiring teachers who have an interest and passion in curriculum development and design. CWC Silver Lake recruits and hires teachers whose skill sets and passions align with the needs and design of our school. We know that some teachers find the work of developing curriculum intellectually exciting and professionally satisfying. These teachers are often stifled in schools that demand less personal responsibility and allow less professional judgment in curriculum decisions. We demand more of both and will seek to hire teachers accordingly.

The process for developing project-based learning units is as follows:

- The Co-Principal reviews the appropriate standards (including CCSS) and works to determine potential throughlines (themes that are carried throughout each project) so that (s)he can guide the work of teachers.
- Teachers are asked to become familiar with the standards and be prepared to discuss potential throughlines with their colleagues and to develop corresponding project-based learning units with their grade-level teams.
- In teacher teams, teachers determine their throughlines for the year in grades TK-5. To assist teachers in this work, CWC Silver Lake draws upon the deep expertise and other project-based learning units from other CWC Los Angeles schools. Following are examples of throughlines that may be developed:
 - **KINDERGARTEN:** Learning about me and my community
 - **1st GRADE:** Diversity and interdependence
 - **2nd GRADE:** Why is change important? Why does change happen?
 - **3rd GRADE:** Perspective
 - **4th GRADE:** Influence of power
 - **5th GRADE:** Systems

Given the increased rigor of content at the 6-8th grade level, each core teacher develops a

series of throughlines for the course. For example, at the 6th grade level the Integrated Science course has throughlines of systems, patterns, and structure and function. Grade level teams come together at the beginning of the year and throughout the year to explore overlaps in throughlines and develop connected projects and lessons. Thus, when the 6th grade math classes use statistics to explore personal and group identity, the ELA classes explore identity through readings of personal narratives.

Connections across disciplines are made explicit through teacher collaboration.

- Once a throughline is determined, teachers identify the number of projects to be implemented throughout the school year (for example: one project per trimester). The project should fuel students' understanding of the throughline throughout the year. Following are example units for a sample 1st grade throughline around diversity and interdependence.
 - Unit/Project 1: Who am I? Who are you?
 - Unit/Project 2: Diversity and interdependence in ocean habitats
 - Unit/Project 3: Reducing our carbon footprint: the interdependence between humans and nature
- For each project, teacher teams develop a number of understanding goals, which can be written as questions or objectives. For example, for diversity, understanding goals may be, "What is diversity?" "How are you special?" and "How are you different from your classmates?"
- Once the understanding goals are developed, teacher teams identify associated performances of understandings at three levels: initial ("mucking about", which refers to a phase filled with exploration and research), guided, and culminating.

Building Institutional Knowledge

At the end of each project, teacher teams create a portfolio that includes the unit and lesson plans, pictures of student work, work samples, and any other artifacts from the unit. The goal is to create full units with all the necessary artifacts so that CWC Silver Lake has institutional memory from which future teachers can benefit.

1.16: HOW THE INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE MASTERY OF THE STATE STANDARDS

CWC Silver Lake's instructional methodologies, curricula, and courses have been aligned to the CCSS, NGSS and the remaining State Content and Performance Standards. Our faculty receive training and guidance in continually refining curriculum and teaching practices aligned with current research and to the CCSS and other state content and performance standards. Through ongoing professional development, collaboration, and support, our teachers develop a broad toolbox of strategies, and become experts at aligning those strategies to the standards and assessments for units, lessons and projects.

In addition, every grade level collaborates in order to map out the explicit integration of the standards referenced above in our constructivist-driven curriculum. School leaders provide feedback to teacher-created maps for adequate depth, breadth, and rigor. In addition, instructional leaders and teachers review formative and summative assessments for depth and complexity as well as incorporation of a variety of learning modalities. The scope and sequence of academic standards at CWC Silver Lake may be modified as necessary and/or appropriate.

Through an Inquiry/project-based structure as described above, students receive both

individualized support and instructional strategies as they work to master the interrelated skills and knowledge in the content and performance standards. This approach leads to student mastery of higher level thinking skills. Students deeply understand what they learn, and interdisciplinary reading, writing, spoken language and arts foster this mastery. Within this context, EL students have many scaffolded opportunities to use English purposefully and interact with content and ideas in meaningful ways – all driven by instructional frameworks that are aimed at how to integrate powerful language development into all aspects of the learning day for English Learners. Students who perform below grade level receive instructional support for learning that engages students in presenting information in multiple ways and allows for diverse avenues of action and expression. Teachers provide this extra support and scaffolding through in-class strategies, team collaboration, intervention blocks, as well as after school support programs, including online adaptive programs designed to remediate basic skills. Intervention groups are designed to intentionally target students that are needing additional support in mastering state standards by providing them designated small group instruction.

CWC Silver Lake approaches curriculum design with the following criteria:

- Align curriculum to the Common Core State Standards and other State Content and Performance Standards, including the current English Language Development standards;
- Ensure rigorous instruction, while leveraging the use of technology as a tool;
- Provide many opportunities for students to participate in presentations of their learning in both individual and group settings;
- Utilize constructivist practices and inquiry units to promote student learning through cross-curricular and hands-on units of study and projects;
- Provide learning opportunities to deepen connections to the academic content and performance standards, including CCSS through regular instruction in the arts, elective opportunities and clubs; and
- Integrate connections to social-emotional supports.

1.17: HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY SKILLS

CWC Silver Lake is committed to ensuring that all students have the technology access and skills to thrive in the 21st century. CWC Silver Lake students have opportunities to interact with technology to enhance creativity and innovation, communicate and collaborate with others, do research and advance their information fluency, promote critical thinking, problem solving and decision making skills, develop an understanding of the responsibilities and possibilities of digital citizenship, and to trouble-shoot and utilize technology operations and design concepts.

In grades TK-5, the goal and utilization of technology is two-fold: to increase technology readiness as well as utilize technology as a tool to differentiate and deepen learning in the classroom. Each classroom has access to a set of devices (generally Chromebooks) that teachers can utilize to meet these objectives. Teachers utilize programs such as ST Math, Lexia English, RazKids Reading and IXL Math to provide targeted and differentiated support in the core areas. As students get older, we add the additional element of using technology to deepen their understanding through computer-based research. Concurrently, we also gradually introduce computer readiness skills (such as keyboarding) and internet safety. This also ensures students will be prepared to take computer-based state standardized assessments

In grades 6-8, CWC Silver Lake aims to maintain a one-to-one or 1:2 Chromebook program ensuring that children have access to Chromebook (although this ratio of devices may change based on budgetary constraints, there will continuously be a low ratio of students per device). Technology is used daily to enhance and augment high-quality instruction, as well as

ensures students will be prepared to take computer-based state standardized assessments. Students and teachers make extensive use of Google platform, and students can participate in typing club and other technology related offerings.

To this end, CWC Silver Lake adopts the following programs to support student development of technology skills.

- **NWEA MAP TESTING:** NWEA is a national organization that provides standardized measures of student success. This assessment is provided on computers and therefore helps prepare CWC Silver Lake students for the CAASPP assessments by familiarizing them with online assessments.
- **WEB-BASED LEARNING PROGRAMS:** Web-based learning programs such as RAZ-Kids, ST Math, Lexia English Math IXL, Delta Math, and Imagine Learning, are typically utilized within a rotational center or station within the classroom or perhaps during intervention blocks. These programs, often are adaptive to students' individual needs and path of learning and allow students to practice their computer skills to build on literacy and math learning through engaging practice and extension activities.

In addition to these resources, individual teachers use a wide variety of online resources and software tools in the classroom to support their curriculum, such as Epic, Edpuzzle, Flipgrid, etc.

1.22: TRANSITIONAL KINDERGARTEN

Students who enroll in CWC Silver Lake whose birth date falls between the dates listed below are offered a space in one of our stand-alone TK classes (or TK/Kindergarten combinations classes if offered, based on enrollment). During the subsequent school year, a TK student may become a Kindergartener.

- **For students applying for the 2024-25 school year,** priority will be given to students who turn five between September 2, 2024 and June 2, 2025. If there is sufficient availability in a classroom, students who turn five between June 3, 2025 and September 1, 2025 will be admitted to the school.
- **For the 2025-26 school year and every year thereafter,** all students turning 4 by September may enter TK.

CWC Silver Lake's whole-child approach supports and nurtures all areas of children's development and learning. From social-emotional and cognitive skills to academic content understanding to physical well-being, this holistic approach is a powerful strategy as children transition to TK and begin their elementary school journey. CWC incorporates the following into TK programming:

- **Project-based and Inquiry-based Constructivist Learning-** We create engaging opportunities to develop high level critical thinking in a creative experiential manner by providing students with multiple strategies to approach materials and different ways to participate and demonstrate understanding. Our TK teachers involve our students in developmentally appropriate inquiry projects that engage and harness the imagination of 4 and young 5 year olds. These projects beautifully interweave learning about the world and academic topics to also embedding opportunities for students to learn how to collaborate and work together in meaningful ways.
- **Social and Emotional Learning-** Our robust SEL program supports our youngest learners in developing self-awareness, social awareness, self-management, relationship skills, and responsible decision-making through explicit SEL lessons, conflict resolution programs, mindfulness, and more. Through strategies from programs like Cool Tools, Responsive Classroom and Mind Up, even our youngest students are involved in daily social emotional learning that develops both inter and intra personal skills.
- **Integrated and Diverse Learning-** The school day is balanced with large group, small

group, and individual opportunities, as well as indoor and outdoors activities, active and calm time, along with free choice and teacher-directed lessons. We believe that TK students learn best when there is a balance between play and open-ended choice time as well as more guided parts of the day. CWC Silver Lake is proud of a balanced approach to learning that is geared to the beautiful developmental stage of our youngest students.

1.23: ACADEMIC CALENDAR

Our calendar is included below. We align most of our holidays and breaks with LAUSD, which makes it easier for working families to enroll in our school, particularly those who rely on public day care options. It should be noted that this version is for the 2025-26 school year calendar and adjustments to our calendar may be made in future years, although annual instructional minutes requirements required by Education Code Section 47612.5 will always be met, if not exceeded.



Citizens of the World 2025-2026 Organizational Calendar

JULY 2025					AUGUST 2025					SEPTEMBER 2025					OCTOBER 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	1	2	3	4	5			1	2	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
28	29	30	31		25	26	27	28	29	29	30				27	28	29	30	31
NOVEMBER 2025					DECEMBER 2025					JANUARY 2026					FEBRUARY 2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
					1	2	3	4	5				1	2	2	3	4	5	6
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
17	18	19	20	21	22	23	24	25	26	19	20	21	22	23	23	24	25	26	27
24	25	26	27	28	29	30	31			26	27	28	29	30					
MARCH 2026					APRIL 2026					MAY 2026					JUNE 2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1	1	2	3	4	5
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
30	31				27	28	29	30		25	26	27	28	29	29	30			

Legend:

Instructional Day	Early Dismissal	Holidays	New Staff PD No School	Staff PD (No School)	Conference D (No School)	Last Day of Trimester	Staff Critical Day
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1.24: SAMPLE DAILY SCHEDULES

The daily schedules below present examples of how CWC Silver Lake structures the school day for transitional kindergarten/kindergarten, first, second/third, fourth/fifth and sixth/seventh/eighth grades. The final schedules are determined based on factors such as the configuration of the Charter School facility, availability of enrichment teachers and opportunities for teaming across classrooms. CWC Silver Lake meets or exceeds annual instructional minutes requirements described below; the total instructional minutes listed below are illustrative based on the sample schedules provided, and any change to the schedule will meet the instructional minutes provided below.

TRANSITIONAL KINDERGARTEN and KINDERGARTEN SAMPLE SCHEDULES

TIME	SAMPLE SCHEDULE FOR MONDAY, TUESDAY, THURSDAY & FRIDAY			
	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15 - 8:45	Play Workshop/Centers			
8:45 - 9:00	Morning Meeting			
9:00 - 9:45	Math Workshop			
9:45-10:10	Snack & Movement Break			
10:10-10:40	Foundational Literacy			
10:40 - 11:35	ELA Block (Reading/Writing)			
11:35-12:25	Lunch			
12:25 - 1:25	ELA Application Block (e.g. Independent Reading, Tier 2 Phonics or comprehension, other intervention/enrichment work, extended practice, Designated ELD, etc.) (Kindergarten only)			
1:25-2:00	Inquiry (science and/or social studies)			
2:00 - 2:30	Specials or Social Emotional Learning (e.g. Music, PE, SEL, Art, etc.)			
2:30	Goodbye Circle + Dismissal			

TIME	SAMPLE SCHEDULE FOR WEDNESDAY – EARLY RELEASE DAY
8:15 - 8:30	Morning Work/Warm Up Activities
8:30 - 8:45	Morning Meeting
8:45 - 9:55	Math
9:55-10:20	Snack & Movement Break
10:20 - 11:05	ELA Block (Reading/Writing)

11:05 - 11:35	Foundational Literacy
11:35 - 12:25	Lunch
12:25 - 1:05	Play Workshop + Centers + Intervention/Designated English Language Development (D-ELD)
1:05 - 1:15	Closing Circle/Close
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes 4 Full Days/Week

Tier 1 ELA: ~340 minutes

Math: ~180 minutes

Inquiry: ~140 minutes

Designated English Language Development and/or Intervention: ~240 minutes

Morning Meeting/Social Emotional Learning/: ~180 minutes per week

Total Instructional Minutes Early Release Day

Tier 1 ELA: ~75 minutes

Math: ~70 minutes

Designated English Language Development: ~40 minutes

FIRST, SECOND AND THIRD GRADE SAMPLE SCHEDULES

TIME	SAMPLE SCHEDULE FOR MONDAY, TUESDAY, THURSDAY & FRIDAY			
	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15 - 8:30	Morning Work/Warm Up Activities			
8:30 - 8:45	Morning Meeting			
8:45 - 10:00	Math (Tier 1 and small group/intervention block)			
10:00-10:20	Snack & AM Movement Break			
10:20 - 11:20	ELA Block (Reading & Writing)			
11:20 -11:50	Foundational Literacy			
11:50 - 12:20	ELA Application Block (e.g. Independent Reading, Tier 2 Phonics or comprehension, other intervention/enrichment work, extended practice, Designated ELD, etc.)			
12:20-1:10	Lunch			
1:10 - 1:40	ELA Application Block (e.g. Independent Reading, Tier 2 Phonics or comprehension, other intervention/enrichment work, extended practice, Designated ELD, etc.)			

1:40 - 2:20	Inquiry (science and/or social studies)
2:20 - 3:00	Specials or Social Emotional Learning (e.g. Music, PE, SEL, Art, etc.)
3:00	Goodbye + Dismissal

TIME	SAMPLE SCHEDULE FOR WEDNESDAY – EARLY RELEASE DAY
8:15 - 8:30	Morning Work/Warm Up Activities
8:30 - 8:45	Morning Meeting
8:45 - 9:55	Math
9:55-10:20	Snack & AM Movement Break
10:20 - 11:05	ELA Block (Reading/Writing)
11:05 - 11:35	Foundational Literacy
11:35 - 12:25	Lunch
12:25 - 1:05	Designated English Language Development (D-ELD)
1:05 - 1:15	Closing Circle/Close
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes 4 Full Days/Week

Tier 1 ELA: ~360 minutes

Math: ~300 minutes

Inquiry: ~160 minutes

Designated English Language Development: ~240 minutes

Morning Meeting/Social Emotional Learning/Circle Time: ~120 minutes per week

Specials (Art, Music, PE): ~160 minutes

Total Instructional Minutes Early Release Day

Tier 1 ELA: ~75 minutes

Math: ~70 minutes

Designated English Language Development: ~40 minutes

Morning Meeting/Social and Emotional Learning/Circle Time: ~40 minutes per week

FOURTH AND FIFTH GRADE SAMPLE SCHEDULE

TIME	SAMPLE SCHEDULE FOR MONDAY, TUESDAY, THURSDAY & FRIDAY			
	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15 - 8:30	Morning Work/Warm Up Activities			
8:30 - 8:45	Morning Meeting			
8:45 - 10:00	Math (Tier 1 and small group/intervention block)			
10:00-10:20	Snack & AM Recess			
10:20 - 11:20	ELA Block (Reading & Writing)			
11:20 -11:50	ELA Application Block (e.g. Independent Reading, Tier 2 Phonics or comprehension, other intervention/enrichment work, extended practice, Designated ELD, etc.)			
11:50 - 12:35	Physical Education	Music	Physical Education	Visual Arts
12:35-1:25	Lunch & Recess			
1:25 - 1:55	ELA Application Block (e.g. Independent Reading, Tier 2 Phonics or comprehension, other intervention/enrichment work, extended practice, Designated ELD, etc.)			
1:55 - 2:35	Inquiry (science and/or social studies)			
2:35 - 3:15	Specials or Social Emotional Learning (e.g. Music, PE, SEL, Art, etc.)			
3:15	Goodbye + Dismissal			

TIME	SAMPLE SCHEDULE FOR WEDNESDAY – EARLY RELEASE DAY
8:15 - 8:30	Morning Work/Warm Up Activities
8:30 - 8:45	Morning Meeting
8:45 - 9:55	Math (Tier 1 and small group intervention)
9:55-10:20	Snack & AM Recess
10:20 - 11:05	ELA Block (Reading/Writing)
11:05 - 11:35	Independent Reading & Small Group Instruction
11:35 - 12:25	Lunch & Recess

12:25 - 1:05	Designated English Language Development (D-ELD)
1:05 - 1:15	Closing Circle/Close
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes 4 Full Days/Week

Tier 1 ELA: ~240 minutes

Math: ~300 minutes

Inquiry: ~160 minutes

Designated English Language Development: ~240 minutes

Morning Meeting/Social Emotional Learning/Circle Time: ~120 minutes per week

Specials (Art, Music, PE): ~340 minutes

Week total: 1080 min (270 per Regular Day)

Total Instructional Minutes Early Release Day

Tier 1 ELA: ~ 75 minutes

Math: ~70 minutes

Designated English Language Development: ~40 minutes

Morning Meeting/Social and Emotional Learning/Circle Time: ~40 minute per week

SIXTH, SEVENTH AND EIGHTH GRADE SAMPLE SCHEDULES

Below are sample schedules for the grade 6-8 program and associated instructional minutes. Since students rotate to different classes throughout the day each student will have a slightly different daily schedule. Nonetheless, all students take daily core classes in history, English, math, and science. Additionally, students take classes in physical education (health and fitness), and an elective of their choosing several times each week such as Spanish, drama, art or music. Students are also placed in either an ELA intervention, Math intervention, or ELD class. Technology is incorporated in most classes through the use of computers available to students and teachers. All students also have an advisory period referred to as "Roots" that meets several times each week to address topics in social-emotional learning.

6th grade:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:53 6th Grade Mathematics	8:00-8:53 6th Grade Mathematics	8:00-9:00 6th Grade Mathematics	8:00-8:53 6th Grade Mathematics	8:00-8:53 6th Grade Mathematics
8:55-9:48 6th Grade ELA	8:55-9:48 6th Grade ELA	9:02-10:02 Ancient History	8:55-9:48 6th Grade ELA	8:55-9:48 6th Grade ELA
9:48-10:03 Nutrition	9:48-10:03 Nutrition	10:02-10:17 Snack/Recess	9:48-10:03 Nutrition	9:48-10:03 Nutrition
10:05-10:58 6th Grade Science	10:05-10:58 6th Grade Science	10:19-11:19 Art	10:05-10:58 6th Grade Science	10:05-10:58 6th Grade Science

11:00-11:53 6th Grade Social Studies	11:00-11:53 6th Grade Social Studies	11:21-11:51 Lunch	11:00-11:53 6th Grade Social Studies	11:00-11:53 6th Grade Social Studies
11:55-12:48 Physical Education	11:55-12:48 Physical Education	11:53-12:23 Reading Intervention	11:55-12:48 Physical Education	11:55-12:48 Physical Education
12:50-1:20 Lunch	12:50-1:20 Lunch	12:25-1:25 Roots	12:50-1:20 Lunch	12:50-1:20 Lunch
1:22-1:52 ELD or Reading Intervention	1:22-1:52 ELD or Reading Intervention		1:22-1:52 ELD or Reading Intervention	1:22-1:52 ELD or Reading Intervention
1:54-2:47 6th Grade Math Intervention	1:54-2:47 6th Grade Math Intervention		1:54-2:47 6th Grade Math Intervention	1:54-2:47 6th Grade Math Intervention
6th Grade 2:49-3:24 Roots	6th Grade 2:49-3:24 Roots		6th Grade 2:49-3:24 Roots	6th Grade 2:49-3:24 Roots

7th grade:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:53 7th Grade Mathematics	8:00-8:53 7th Grade Mathematics	8:00-9:00 7th Grade Mathematics	8:00-8:53 7th Grade Mathematics	8:00-8:53 7th Grade Mathematics
8:55-9:48 7th Grade Social Studies	8:55-9:48 7th Grade Social Studies	9:02-10:02 Elective: Ex. Coding	8:55-9:48 7th Grade Social Studies	8:55-9:48 7th Grade Social Studies
9:48-10:03 Nutrition	9:48-10:03 Nutrition	10:02-10:17 Snack/Recess	9:48-10:03 Nutrition	9:48-10:03 Nutrition
10:05-10:58 Physical Education	10:05-10:58 Physical Education	10:19-11:19 Elective: Ex. Math Extension	10:05-10:58 Physical Education	10:05-10:58 Physical Education
11:00-11:53 7th Grade ELA	11:00-11:53 7th Grade ELA	11:21-11:51 Lunch	11:00-11:53 7th Grade ELA	11:00-11:53 7th Grade ELA
11:55-12:48 ELD or 7th Math	11:55-12:48 ELD or 7th Math	11:53-12:23 Reading Intervention	11:55-12:48 ELD or 7th Math	11:55-12:48 ELD or 7th Math

Intervention	Intervention		Intervention	Intervention
12:50-1:20 Lunch	12:50-1:20 Lunch	12:25-1:25 Roots	12:50-1:20 Lunch	12:50-1:20 Lunch
1:22-1:52 Reading Intervention	1:22-1:52 Reading Intervention		1:22-1:52 Reading Intervention	1:22-1:52 Reading Intervention
1:54-2:47 7th Grade Science	1:54-2:47 7th Grade Science		1:54-2:47 7th Grade Science	1:54-2:47 7th Grade Science
7th Grade 2:49-3:24 Roots	7th Grade 2:49-3:24 Roots		7th Grade 2:49-3:24 Roots	7th Grade 2:49-3:24 Roots

8th grade:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:53 8th Grade Mathematics	8:00-8:53 8th Grade Mathematics	8:00-9:00 8th Grade Mathematics	8:00-8:53 8th Grade Mathematics	8:00-8:53 8th Grade Mathematics
8:55-9:48 8th Grade Theater	8:55-9:48 8th Grade Theater	9:02-10:02 Elective: Ex. Adv Theater	8:55-9:48 8th Grade Theater	8:55-9:48 8th Grade Theater
9:48-10:03 Nutrition	9:48-10:03 Nutrition	10:02-10:17 Snack/Recess	9:48-10:03 Nutrition	9:48-10:03 Nutrition
10:05-10:58 8th Grade Social Studies	10:05-10:58 8th Grade Social Studies	10:19-11:19 Elective: Ex. Coding	10:05-10:58 8th Grade Social Studies	10:05-10:58 8th Grade Social Studies
11:00-11:53 8th Grade ELA	11:00-11:53 8th Grade ELA	11:21-11:51 Lunch	11:00-11:53 8th Grade ELA	11:00-11:53 8th Grade ELA
11:55-12:48 Algebra	11:55-12:48 Algebra	11:53-12:23 ELD or Reading Intervention	11:55-12:48 Algebra	11:55-12:48 Algebra
12:50-1:20 Lunch	12:50-1:20 Lunch	12:25-1:25 Roots	12:50-1:20 Lunch	12:50-1:20 Lunch

1:22-1:52 ELD or Reading Intervention	1:22-1:52 ELD or Reading Intervention		1:22-1:52 ELD or Reading Intervention	1:22-1:52 ELD or Reading Intervention
1:54-2:47 8th Grade Science	1:54-2:47 8th Grade Science		1:54-2:47 8th Grade Science	1:54-2:47 8th Grade Science
8th Grade 2:49-3:24 Roots	8th Grade 2:49-3:24 Roots		8th Grade 2:49-3:24 Roots	8th Grade 2:49-3:24 Roots

Total Instructional Minutes on 4 Full Days/Week

English Language Arts: 212 minutes per week

History: 212 minutes per week

Math: ~212 minutes per week

Science: 212 minutes per week

Electives (including PE):

~424 minutes per week

ELD or Reading Intervention: ~120

minutes per week

Total Instructional Minutes on Wednesday:

English Language Arts: 60 minutes per week

History: 60 minutes per week

Math: 60 minutes per week

Science: 60 minutes per week

Electives (including PE): 60 minutes per week

ELD of Reading Intervention: ~30 minutes per week

1.25: INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

The CWC Silver Lake daily schedule and annual calendar amounts to an annual offering of at least as many, or more than the minimum number of instructional minutes and days set forth in Education Code Section 47612.5 and Title 5, California Code of Regulations Section 11960. These sections require all students to be offered a minimum of 175 school days and, more specifically, kindergarten students to be offered 36,000 minutes, grades 1-3 to be offered 50,400 minutes, and grades 4-8 to be offered 54,000 minutes. The table below represents the instructional minutes offered in the instructional program.

Grades	Grades Offered	# of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per	Number of Instr. Minutes Per	Number of Instr. Minutes Per	Number of Instr. Minutes Per [Other]	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.
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					Early Dism issal Day	Days	Mini mum Day	Days					
TK/K	Yes	141	270	39	185					180	36000	45285	9285
1	Yes	141	335	39	225					180	50400	56010	5610
2	Yes	141	335	39	225					180	50400	56010	5610
3	Yes	141	335	39	225					180	50400	56010	5610
4	Yes	141	350	39	225					180	54000	58125	4125
5	Yes	141	350	39	225					180	54000	58125	4125
6	Yes	139	364	38	225					180	54000	60099	6099
7	Yes	139	364	38	225					180	54000	60099	6099
8	Yes	139	364	38	225					180	54000	60099	6099

1.27: ONGOING PROFESSIONAL DEVELOPMENT

CWC Silver Lake's academic model demands high quality teaching and qualified teachers. As such, professional development is a core component of the school's design.

CORE BELIEFS

We apply our beliefs about how learning best occurs presented in Element 1 not only to instruction for students but also to professional development for teachers. We offer professional development that is targeted to individual teachers' needs as well as offerings that are required for all staff.

Just as our teachers design curriculum based on their individual student's needs, so too do our Co-Principals with the support of the Regional Support Office ("RSO") Instructional Team at CWC Los Angeles. CWC Silver Lake Co-Principals and the RSO Instructional Team at CWC LA design professional development activities that address instructional priorities and/or target specific instructional needs. The Co-Principals and the RSO Instructional Team at CWC LA adjust the professional development plan to accommodate the needs of incoming faculty members and to address gaps in student learning.

The principle of the Gradual Release of Responsibility is also applicable for structuring adult learning. We:

- Present tools and techniques
- Support teachers as they strive to integrate those into their rich repertoire of instructional techniques
- Guide analyses of effectiveness
- Provide feedback as needed
- Monitor independent implementation

In addition to developing their competencies teaching students, teachers have opportunities

to develop their skills supporting their peers. Therefore, in addition to participating in professional development, key teachers are asked to take on the role of being a resource to their peers. We identify individuals as team leaders, subject-specific experts or teacher mentors in specific areas. For example, a teacher might receive more extensive training in math and be responsible for supporting and co-facilitating professional development in mathematics for their peers.

Opportunities for faculty collaboration are built-in throughout the weekly schedule. As presented in the sample schedules above and described further below, the shortened day allows the staff to gather with the relevant teams, Co-Principal and/or regional leaders for structured whole-school planning, cross-classroom curriculum design, reflection, and targeted professional development. This block is crucial to communicating and executing the vision of the school. It provides ample time for teachers to plan curriculum as demanded by our project-based learning approach.

STRUCTURES

Along with members of the Instructional team, the Co-Principals bear primary responsibility for creating the yearlong professional development plan and specific activities for faculty based on their individual needs and experience levels, but these activities encompass detailed instruction in our educational philosophies, assessment methodologies, utilization of our data systems, and more.

Specific professional development activities to support faculty in their professional growth include:

- **SUMMER INSTITUTE:** During a summer institute, all faculty receive in-depth training on our educational philosophies, review research studies, and collaboratively plan curriculum and lessons. This is an intensive training which establishes a strong school culture and ensures that every year all teachers and staff – both returning and new – are fully prepared for the first day of school and the work throughout the school year. Deep planning around curriculum, assessment, unit and lesson design takes place among teacher teams, led by CWC Silver Lake’s leadership team, the RSO Instructional Team, teacher leaders and outside experts. This is also a time when best practices are shared to ensure alignment between the CWC Los Angeles schools. New staff have additional time and professional development prior to returning staff to support a successful entry to CWC Topics for Summer Institute sessions are both proactive and reactive to the needs of our adult learners and prior year student outcomes and may include anything from an introduction to social-emotional learning, classroom culture, management, and set-up, core curriculum development and diversity, equity, inclusion and belonging (DEIB).
- **PROFESSIONAL DEVELOPMENT MEETINGS:** All faculty meet regularly on the early release day to continuously develop, refine and evaluate curriculum and lesson plans based on individual students’ needs, teacher needs and the progress of the school as a whole in a collaborative, supportive environment. Our school calendar also includes anywhere from 5 - 6 full pupil-free days throughout the year for intensive development, either via outside conferences or internal full-day workshops and collaboration time. Professional development sessions include sessions in which faculty members, admin and teacher leaders lead PD on a particular topic, often aligned to instructional priorities. These days might also include Co-Principal-led sessions, guest lecturers including experts from specific programs and partners at other schools in Los Angeles. Topics for an early release Wednesday PD may include time for leaders to facilitate protocols that take teachers through looking at student work OR providing time for teachers to unpack upcoming units of instruction and to co-plan lessons or re-teaching plans.

- **CWC LOS ANGELES WAYFINDING SESSIONS:** This year-long professional learning series exists to provide a differentiated track of PD for new teachers and/or new to CWC teachers as they navigate the often complex and unfamiliar waters during their beginning year(s) of teaching at Citizens of the World. Sessions provide meaningful professional learning opportunities focused on topics such as classroom management, caregiver communication and best instructional practices that will ultimately lead to better outcomes for students by increasing new teacher efficacy around CWC aligned practices. Topics for Wayfinding might include sessions that help new teachers understand the importance of clear and systematic classroom management routines to strategies for communicating with caregivers across lines of difference.
- **INSTRUCTIONAL COACHING:** Teachers receive coaching and support from their on-site administrators. Focal areas for coaching may focus on instructional priority areas, classroom management/culture or anything else that might align to school or individual teacher goals. Beyond that, teachers may also receive content-specific coaching in ELA, Math or other subject areas as well. Teachers who participate in content specific coaching engage in coaching cycles that often focus on how to effectively plan and respond to data and evidence of student learning.
- **FACULTY RESOURCES:** Each site has created a Landing Page or central hub of resources that serves as a collection of key resources for all faculty to use and have easy access to throughout the year. These hubs ensure that data systems, shared curricular tools and more are always findable for all teachers.
- **WEEKLY PLANNING TIME:** Teachers are given planning time throughout the week both on their own and within teams. Students' participation in specialty/elective classes allows time for planning during the school day. In addition, portions of the on-going professional development on shortened days will allow teachers to work in partnership with their peer teachers within and across grade levels. While our teachers – and indeed all teachers – spend countless hours outside of school preparing, planning and reviewing student work, this time allotted during the school day will enable our teachers to work collaboratively as a team in designing lessons that best suit individual students in a supportive, professional atmosphere.
- **DEIB PROFESSIONAL DEVELOPMENT:** By being an intentionally diverse school, it is important that all staff have access to professional development to understand their identities and the identities of their students and ways to be more culturally relevant in their work. These PDs happen as part of summer institute, on several of the Pupil Free Days throughout the school year and in conjunction with some of the Wednesday PD time set aside for teacher planning and learning. These opportunities allow teachers and staff to collaborate on best practices and ways to increase belonging for students and families.
- **ADDITIONAL PROFESSIONAL DEVELOPMENT TOPICS:** In addition to DEIB Professional Development, teachers also receive professional development of the following topics:
 - **Classroom management** - this emphasizes how to build inclusive and positive classroom cultures and room environments, with focus on establishing key routines and procedures.
 - **Evolving use of technology** - trainings and supports are provided on using technology (such as Google Classroom, Go Guardian, online programs like Math IXL and Raz Kids) to equip instructors with the skills and knowledge to effectively integrate these tools into their teaching.
 - **Culturally responsive teaching strategies** are shared in order to activating

students' prior knowledge, build strong relationships with students, and ultimately honors students' cultures and contexts.

- **Socio-emotional learning (SEL) teaching strategies** such as mindfulness and Cool Tools curriculum from UCLA's Lab School give research-based strategies for promoting SEL and conflict resolution in the classroom. These strategies help teachers help students develop skills like self-regulation, emotional awareness, empathy, and effective communication.
- **Crisis Prevention and Intervention** for the de-escalation of student behaviors
- **Instructional coaching techniques** using the frameworks such as "Get Better Faster", which breaks down key teaching competencies into manageable, prioritized actions that teachers can implement in their classrooms.
- **Parent and caregiver relationships** to build and strengthen partnership throughout the school year. Additional support in effective communication practices with caregivers is also emphasized.
- **Data-informed decision making** - help instructors review students work & data to create a plan to respond to real time student needs.
- **Curriculum-based professional development** - for curriculums we use such as Foundations, Illustrative Mathematics, Fishtank English Language.

1.28: RECRUITMENT AND NEW TEACHER DEVELOPMENT

CWC Silver Lake believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our school. School leaders select teachers based on the qualifications outlined in Element 5, as well as the key features of the educational program featured in Element 1.14 and in the following bullet points:

- Standards-based Approach to Literacy Instruction
- Problem-based approach to Mathematics
- Inquiry & Project-based Learning: Specials and Electives
- Social-Emotional Learning

Recruitment of teachers utilizes multiple methods: professional networks, online sites and local universities with education credentialing programs. We make use of our professional networks (such as Teach For America, local charter schools, the California Charter Schools Association, and university connections) to publicize open positions. Postings appear on multiple sites (such as Ed Join, CCSA's website, and CWC Silver Lake's website) and are forwarded through university alumni and public education school groups. We also have a number of highly prominent and respected educators on our Board and within our network who assist in spreading the word about our recruitment.

When a position is available, CWC Silver Lake reviews the criteria and qualifications for the open teaching position and advertises it along with a job description. Based on a review of resumes, school leaders (and current teachers) interview likely candidates based on competencies aligned to our key educational features noted above. This is in addition to observing them teaching a sample lesson. As needed, additional processes such as analysis of student performance data or videotaped instruction are utilized to select final candidates.

Furthermore, every candidate is screened to ensure they are culturally competent and align with our diversity philosophy. This is done through a series of specific questions during the interview process and presented scenarios where prospective candidates share what they have done in the past and will do in the future to ensure that students feel included.

Our thorough and rigorous selection process ensures that selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills as well as a willingness and

capacity for ongoing development.

Ongoing professional development topics include:

- Presentation of the theoretical underpinnings of our philosophy and curricular approaches
- Activities to assist teachers in internalizing the theories
- Introduction to curricular tools
- Opportunities to plan using the curricular tools, with support
- Introduction to assessment tools
- Training in analyzing assessment data and determining the implications for instruction
- Curriculum-based coaching

Additionally, as mentioned in the prior section, new teachers or new to CWC teachers receive additional year-long professional development to address their unique learning and developmental needs through our Wayfinding series.

Through professional development, teachers develop:

- An understanding of the theoretical underpinnings of our philosophical, pedagogical and curricular approaches
- Skill in analyzing student assessment data to assess students' progress and determine implications for future teaching
- Familiarity and dexterity with utilizing curricular tools to accomplish student achievement goals
- Capacity and comfort in reflecting with their peers as they strive to become even better teachers

While the specific agendas, trainers, and materials will be determined by our Co-Principals or their designees, among other things, our teachers study the following in the context of the foregoing activities:

- Curricular Tools outlined in Element 1
- Instructional Strategies described in Element 1
- Techniques for meeting a variety of student needs as presented in Element 1
- Assessments presented in Element 2 and Element 3

The Co-Principals utilize feedback from teachers, observations of instruction, and student performance data in determining the specific content and timing of professional development.

MEETING THE NEEDS OF ALL STUDENTS

At CWC Silver Lake, we take the challenge seriously as educators to help every student to achieve. We firmly believe that with strong first teaching in the classroom supported by targeted intervention²¹ as needed, every child can meet or exceed grade level expectations that are academic, social, or behavioral in nature. We recognize that students learn in different ways and we adjust our teaching to maximize the learning potential of every child. To promote academic success, we support students in expanding their skills and in helping them to develop strengths in areas in which they struggle.

Since our constructivist, project-based educational program inherently values and

²¹For CWC Silver Lake, targeted intervention means that we monitor students' progress according to the assessments and assessment procedures outlined in Element 2 and Element 3. When those assessment results indicate that a student (or students) needs additional assistance, supplemental small group (or individual) instruction will "target" the specific concepts or skills with which the student(s) is struggling. Students who test below average or below grade level on the NWEA, SBAC, F&P reading assessments, and other classroom assessments, indicate that a student needs additional assistance. Interventions are provided first by the classroom teacher(s) and, when greater need is identified, by additional support staff.

accommodates differentiated learning, our special needs populations (academically low achieving students, special education, gifted, EL, and low socioeconomic level) automatically receive focused attention to their needs and strengths, as teachers implement individualized instruction based on data-driven assessments. Following are the additional components of our educational program that ensure that students are offered the most effective education possible:

1. Smaller class sizes and lower teacher-to-student ratios which allow the teachers to truly know their students;
2. Ample instructional planning time during each school day so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
3. A culture of looking at data and evidence of student learning (analyzing student work on a regular basis on top of opportunities to examine summative assessment results too);
4. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
5. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
6. Various forms of assessment that are used to guide instruction;
7. Learning goals that are clearly articulated; and
8. High expectations for all students.
9. Ongoing professional development for teachers to ensure they are growing in their practice

CWC Silver Lake has carefully created procedures and will be providing staffing resources to ensure that the needs of all students are met, including those who need additional support beyond the classroom to meet grade-level standards. Two core structures ensure that we monitor and address the needs of all students: Coaching Cycles and Student Success Team meetings.

COACHING CYCLES

The Co-Principals, Assistant Principals, other school-site leaders and coaches at CWC Silver Lake meet regularly with their allocated classroom teacher to review data and the progress of every child in the class. In doing so, they will review the teacher's practices and students' performance in key assessments described more fully below in Element 2. During these meetings, the teacher discusses goals for the year, as well as the progress of each student and any changes that have been noticed since the last meeting, taking note of any strengths and areas of concern that may be academic, social, or behavioral in nature. Over time, these notes provide evidence of trends, patterns, or events that have influenced the teacher's practices and/or students' successes and can be used to better understand learning needs, individual styles, classroom differentiation strategies and appropriate interventions when necessary. The coaching team member and teacher engage in a reflective, rigorous conversation, and when faced with a student who poses a particular challenge, they initiate a Student Success Team meeting.

STUDENT SUCCESS TEAM MEETINGS

For students identified based on their assessment data and/or teacher or parent request as needing additional support, a Student Success Team ("SST") meeting will be held. If a parent or teacher has a concern, a special meeting to discuss can be held, which can also lead to an SST. The SST typically includes the Co-Principal, Assistant Principal, Instructional Coach and/or the Director of Student Support. The 1-2 teachers who are familiar with the student are included, and the student's parent/guardian may attend. The SST works with

parents/guardians, teachers and the students themselves, to identify their learning needs and together they develop a plan for academic and social success. It is this plan that determines when, how often and for how long the team will meet. This decision is made separately for each individual situation, and the team continues to meet until the child has achieved success or meets the goals set. During the meeting, the team records all pertinent information for the student. Goals are established and interventions are put in place to support the child. Responses might include instructional modifications, new behavioral strategies in the classroom, greater follow-up strategies implemented in the home, or a new approach to differentiation of instruction. This practice is an effective problem-solving strategy to address issues as they arise, and to monitor student progress.

In addition, CWC Silver Lake's instructional program provides additional opportunities for students with a range of needs in its after school program²². During this important time, students receive intervention support or take additional enrichment classes based on an area of interest to him or her. In this way, students are able to both reinforce skill development and/or receive additional acceleration opportunities. CWC Silver Lake's after school program is currently part of CWC Silver Lake staff's offerings, although this is subject to change should an outside vendor be selected.

1.29: ENGLISH LEARNERS

A core part of CWC Silver Lake's mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Students at CWC learn the California ELD Standards in tandem with the Common Core State Standards for ELA/Literacy. Students are engaged in the type of rich instruction called for in the Common Core State Standards for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs to ensure they have meaningful access. They are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and varieties of English exist
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia work
- Develop proficiency in shifting registers based on task, purpose, audience, and text type

At our charter school, we are committed to providing English Learners (ELs) at all levels of English language proficiency with meaningful access to the full curriculum through a comprehensive approach that includes specific instructional strategies and interventions in both designated and integrated English Language Development (ELD).

To support ELs, we utilize the English Language Arts/English Language Development Framework to guide our instructional practices. This framework ensures that ELs receive targeted support

²² References to programs beyond the TK-8 are outside the scope of the petition and provided to illustrate the services that the Charter School provides.

tailored to their proficiency levels, promoting their language development alongside their academic growth.

Designated ELD: For ELs at various proficiency levels, we implement designated ELD instruction as a part of their daily schedule. This instruction is specifically designed to build language skills and includes:

- **Tiered Vocabulary Instruction:** We provide explicit instruction in academic and domain-specific vocabulary, using visual aids, interactive activities, and context-based learning to enhance comprehension and usage.
- **Language Functions and Forms:** Our lessons focus on different language functions (e.g., explaining, arguing) and forms (e.g., sentence structures, grammar rules) to help ELs produce and comprehend complex language structures relevant to their academic tasks.
- **Scaffolding Techniques:** We use scaffolding strategies such as sentence frames, graphic organizers, and modeling to support ELs in developing their language skills in a structured manner.

Integrated ELD: In addition to designated ELD, we embed language development within core content instruction to ensure ELs can access and engage with the full curriculum:

- **Differentiated Instruction:** Teachers differentiate content, process, and product based on the proficiency levels of ELs. This includes providing modified texts, varied questioning techniques, and diverse assessment options to meet individual needs.
- **Collaborative Learning:** We incorporate group work and peer interactions, allowing ELs to practice language in a social context while receiving support from more proficient peers.
- **Content and Language Integration:** Teachers integrate language objectives with content objectives, ensuring that ELs are learning academic content while also developing their language skills. This includes using graphic organizers and visual supports to aid understanding.

Our approach is guided by ongoing assessment and data analysis to monitor the progress of ELs and adjust instructional strategies as needed. By providing both designated and integrated ELD opportunities, we ensure that all ELs, regardless of their proficiency level, have equitable access to the curriculum and the support necessary for their academic success.

CWC Silver Lake has adopted its own English Learner Master Plan. CWC Silver Lake complies with federal and state mandates regarding English Learner (EL) education and re-designation of EL students. CWC Silver Lake meets all requirements of federal and state law, relative to English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

CWC Silver Lake ensures proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Those requirements include, but are not limited to the following items:

- Home Language Survey: All incoming families complete a Home Language Survey upon enrollment at CWC Silver Lake. If parents indicate that a student's primary language is other than English, students with no previous experience in LAUSD school will be administered the Initial English Language Proficiency Assessment for California (ELPAC) to determine their English Proficiency. This is primarily how ELs are

identified

- ELPAC: The Initial ELPAC is administered to all students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year, the Summative ELPAC is administered to English learners until they are reclassified. The Summative ELPAC is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. The results from this test will be examined alongside other assessments named within our reclassification criteria chart (see below). For example, to see if a student qualifies for reclassification, CWC Silver Lake will look at Summative ELPAC performance alongside NWEA MAP and other assessments and curriculum-based work to see more holistically if a child has developed enough fluency in order to be considered for reclassification. Reclassification will be one of the school's primary goals and measures of success.
- ELD Monitoring: Students identified as English Learners have their performance tracked both by standardized test scores and through CWC's other assessments and measures. In all of the areas above, an English Learner needs to demonstrate proficiency in the ELD standards.

At each reporting period, teachers track student progress toward each ELD standard. Given the ELD standards' alignment to the CCSS ELA standards, teachers compare students' performance and proficiency within ELD specific assessments to their performance on other CCSS aligned ELA assessments (e.g. NWEA MAP assessment and/or CAASPP). CWC participates in this type of data analysis and comparison throughout each school year as part of our usual protocols to regularly examine and analyze subgroup data, and to ensure students make adequate progress toward the mastery of ELD standards.

1.29A: EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION: STRATEGIES FOR ENGLISH LEARNERS AND INTERVENTION

Given the variety of home languages spoken by students residing in Los Angeles and the instructional philosophy of the school, CWC Silver Lake prepares teachers for a multi-lingual environment. As part of the CWC Learning Model, our schools provide all EL instruction in the general education classroom. ELs and LTELs are supported through strong tier 1 instruction and integrated ELD, utilizing a variety of instructional techniques to be used specifically with English Learners, all of which are described further below. These curricular resources and frameworks are also harnessed for designated ELD on top of additional teacher-made curriculum:

- Specially Designed Academic Instruction in English ("SDAIE");
- Project GLAD; and
- Sheltered Instruction Observation Protocol ("SIOP").

Emerging Bilinguals participate in a Response to Intervention (RtI) model if their assessment results indicate that they struggle with any subject area especially in English Language Arts and mathematics. The support provided to EL students in RtI accommodates students' language level. In some cases, ELs and LTELs are provided supplementary intervention time to support their language acquisition.

Classroom teachers are responsible for providing designated ELD instruction at least several times per week if not daily, and CWC LA endeavors to align designated ELD instruction with the number of minutes of instruction recommended by the CDE (generally 30 minutes a day). In instances when EL students require additional support designated language development, EL students may also work with an additional adult (e.g., intervention teacher, instructional support staff, etc.). Designated ELD instruction occurs for all ELs until they are identified as RFEP. These designated ELD lessons focus on increasing students' proficiency in English, as measured

by the CA ELD Standards and ELPAC. This designated ELD time is protected during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English.

CWC LA meets all requirements of federal and state law relative to ELs, including Long-Term English Learners ("LTELs") or ELs at risk of becoming LTELs, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

EDUCATIONAL PROGRAM RESOURCE #1: SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH

SDAIE is a teaching approach that can be used across the curriculum to support EL students. It emphasizes the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. The practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins, who developed "Contextual Interaction Theory." At the heart of the theory are two major components that impact the SDAIE classroom: "comprehensible second language input" and a "supportive affective environment."

Rather than focusing on language development, SDAIE focuses on *content* comprehension. Language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE encompasses solid teaching techniques that benefit all types of learners, offering particular support to students who are English Learners. The four major components of this teaching approach are:

- **A VISUAL APPROACH TO CLASSROOM PARTICIPATION:** Teachers use models, kits, manipulatives, and gestures to show students what they are talking about.
- **A HANDS-ON APPROACH TO CLASSWORK:** Students learn faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
- **COOPERATIVE LEARNING STRATEGIES:** Teachers structure learning opportunities through project-based learning and during workshop instruction for students to work together, be held individually accountable, and develop positive social skills. Students are more likely to try to practice their English skills in smaller groups.
- **GUIDED VOCABULARY TECHNIQUES:** Teachers make conscious choices regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons. Paying attention to clearly enunciate words and phrases, teachers will avoid idioms, colloquialisms and abbreviations.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education disciplines.

EDUCATIONAL PROGRAM RESOURCE #2: PROJECT GLAD

Project GLAD is an instructional and professional development model in the area of language acquisition and literacy. GLAD strategies are specific methods of instruction for a

successful English immersion education in a multilingual classroom. Project GLAD techniques are very well-aligned to the instructional model and, as such, well-integrated into ongoing instruction. According to its materials, the major components of this pedagogical approach include:

1. Teach to the highest:
 - A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students.
2. Brain research, metacognition, and second language acquisition:
 - A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students.
 - A time to activate and focus prior knowledge: inquiry charts, brainstorming, and clustering
 - An opportunity to ensure a common base of understanding and scaffolding: direct experiences, films, visuals, and teachers' read-alouds.
 - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues.
 - Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer.
 - A student sets a purpose for learning: motivating, stated result or goal, student choices, inquiry charts.
 - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping.
3. Reading and writing to, with, and by students:
 - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quick shares.
 - Direct teaching of concepts, vocabulary, or necessary skills; text patterns, academic language, writing patterns; decoding skills.
 - Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to the editing stage; use of conferencing methods to guide students through the process; use of logs for personal responses to texts or issues; use of interactive journals.
 - Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect.
4. Strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).
5. Ongoing assessment:
 - Use of a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, ongoing and summative, based on strengths, as well as needs. In Project GLAD, the growth in scores of EL students far exceeded the norm at the national level. Over the past 20 years, Project GLAD has received the following awards:
 - United States Department of Education, OBEMLA, Project of Academic Excellence
 - California Department of Education Exemplary Program

- Model reform program for the California School Reform Design
- Training model for five Achieving Schools Award Winners

EDUCATIONAL PROGRAM RESOURCE #3: SHELTERED INSTRUCTION OBSERVATION PROTOCOL:

In addition to the above, many CWC staff have been trained on the SIOP model. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review and Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

SDAIE and SIOP are all intrinsic to constructivism, project-based learning, and multiple intelligences theory. These coordinated approaches ensure that all CWC Silver Lake students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking, and proficiently meet grade-level ELA standards.

LTELs have very specific language learning needs and require a program with specific interventions. In order to meet these unique needs, LTEL students are primarily scheduled in heterogeneous classes taught at their grade-level alongside students who are fluent in English. This ensures that LTELs have access to rigorous, grade-level instruction and can benefit from participating in rich academic discourse. All teachers who teach LTELs use SDAIE strategies to provide support and differentiation across all academic disciplines. A strong emphasis on developing academic language is provided in these classes. Teachers place significant emphasis on engaging these students with high interest lessons and texts, strong relationship building, and positive outreach to students' families. Additionally, teachers ensure that these students are actively engaged and participate in classroom discussions and small group work to ensure that they can take advantage of all opportunities to develop their language and literacy skills. A specialized ELD course designed for LTELs may also be provided when necessary and appropriate. This course would provide targeted support in addition to the grade-level course in English Language Arts.

RECLASSIFICATION PROCEDURES and HOW THE SCHOOL WILL USE ELPAC to support and accelerate student progress towards English language proficiency;

CWC Silver Lake will use LAUSD guidelines stipulated in REF-1848.4 and REF-1849.2 issued by the Office of Planning, Assessment, and Research as a guide when determining reclassification eligibility for EL students:

CWCLA Reclassification Criteria Chart

Criteria	Kinder-1st Grade	2nd Grade	3rd - 5th Grade	6th-8th Grade
ELPAC Results	Overall ELPAC score of 4			
Progress Report/ Report Card	Progress Report Card Marks of Meeting or Exceeding in English Language Arts	Progress Report Card Marks of Meeting or Exceeding in English Language Arts	Progress Report Card Marks of Meeting or Exceeding in English Language Arts	Report Card Marks of 2 or better in English Language Arts
Grade Level Benchmarks (Comparison of performance)	Grade Level Reading Benchmark: Approaching or at grade level within the Fountas and Pinnell (F & P) Benchmark Reading Assessment <i>See the following table below for Expected F & P Grade Level Criteria for Reclassification</i>	NWEA: Level 2 or Above on the MAP 2-5 Reading Assessment during the prior 12-month period -OR- Other ELA Grade Level Reading Benchmark: Approaching or at grade level within the Fountas and Pinnell (F & P) Benchmark Reading Assessment <i>See the following table below for Expected F & P Grade Level Criteria for Reclassification</i>	SBAC: Level 2 or Above on English Language Arts/Literacy section of Smarter Balanced. -OR- NWEA: Level 2 or Above on the MAP 2-5 Reading Assessment during the prior 12-month period -OR- Other ELA Grade Level Reading Benchmark: Approaching or at grade level within the Fountas and Pinnell (F & P) Benchmark Reading Assessment <i>See the following table below for Expected F & P Grade Level Criteria for Reclassification</i>	NWEA: Level 2 or Above on the MAP 6+ Reading Assessment during the prior 12-month period -OR- SBAC: Level 2 or Above on English Language Arts/Literacy section of Smarter Balanced. -OR- Other ELA Grade Level Reading Benchmarks: Above/At within the STAR reading assessment
Parent Approval	Parent Consultation and Approval			
LAT (Language Appraisal Team)	LAT is required to review the above criteria to determine if reclassification is appropriate. When a student has met all criteria <u>except</u> the report card or progress report requirements, a student may still be referred to LAT for reclassification recommendation. Additional documentation might be required in those instances. If reclassification is still in question after examining the above criteria, a child's teacher is encouraged to provide additional information about the child's progress by bringing forward other examples of formative/summative assessment and student work to ultimately help the team decide. These additional samples of student work might include Units of Study on-demand writing and reading assessments, Foundations assessments or other ELA artifacts.			

RECLASSIFICATION GOAL:

It is CWC Silver Lake's goal that students are reclassified within three years through targeted instruction and assessment. For students enrolled at CWC Silver Lake beginning in transitional Kindergarten, this allows for re-designation well before they are designated an Long Term English Learner (LTEL). For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided additional intervention with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified in their TK-8 career.

The Co-Principals continue to monitor the reclassification rate, and, in collaboration with the Executive Director, make adjustments to the academic program if the goal is not met. In addition, the Co-Principals and members of the leadership team continually monitor the

progress of RFEF students to ensure that they are successful after being reclassified, as well as English Learners and LTELs to help ensure that these students are making progress toward reclassification. Students who have been identified as LTELs and at risk for becoming LTELs will be tracked and monitored individually to ensure they are making adequate progress in their language acquisition from year to year. School staff will meet regularly to monitor the progress of this group of students. Student progress will be monitored every trimester when NWEA data is available as well as at other points when additional data is readily available (e.g., F&P reading levels, the latest CELDT scores, the end of a writing unit, and other authentic work samples from ELD instruction). Based on a comprehensive analysis of this variety of student work and student data, students' specific needs will be identified and individualized goals for each student will be set. If students do not meet the goals that are set and are not making appropriate progress, a number of additional supports will be provided.

These students will be provided with small group or one-on-one intervention support, additional coursework in literacy and language development, and in many cases the convening of an SST to develop a plan to provide wrap-around support for the student at school and at home in partnership with parents.

Monitoring and Evaluating Program Effectiveness

Each school year, school leadership will take steps to ensure CWC Silver Lake's program is effective for our English Learner population. As part of this, CWC Silver Lake and CWC Los Angeles network regional leadership (led by our Head of Instruction and Learning) partakes in an annual analysis of our ELD program and go through the following items to evaluate, refine and adjust instructional practices for the coming school year. School administrative teams have a designated point person called the EL coordinator that works with the assistant principals to ensure clear ownership of this workstream on their campus.

- Adherence to Charter School-adopted reclassification goals and academic benchmarks as dictated by the newly adopted ELA standards
- Monitor academic data of each EL and their progress based on the number of years within our program to determine if they have experienced adequate yearly progress
- Monitor academic data of the entire EL subgroup to evaluate CWC Silver Lake's approach and success with this portion of our student population
- Continue to monitor the academic data of reclassified students to ensure their continued success and progress within all areas of academic development
- Monitor and support teachers to explicitly identify and teach concrete language objectives and academic vocabulary within daily instruction and unit plans
- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitor student identification and placement
- Monitor availability of adequate resources

1.30: GIFTED AND ACADEMICALLY HIGH-ACHIEVING STUDENTS

Some students need support to meet grade level standards, while other students need challenges in class to continue to grow academically. This is particularly true for students who are high-achieving or designated as gifted and talented. Though gifted students present instructional challenges, a separate, segregated classroom experience is not necessary.

As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. Therefore, we offer differentiated instruction for all students who excel, not just those identified as gifted and

talented at CWC Silver Lake. Children are referred to the District on a fee-for-service basis for GATE testing when their NWEA (or some equivalent) assessment scores are in the 98th or 99th percentile in both ELA and math for two consecutive years. Students initially qualify based on test performance as early as the 1st grade once two years of test scores have come in, and will continue to be identified ongoing throughout the course of their career at CWC Silver Lake.

High achieving students will be identified via teacher observation, superlative performance on our multiple assessments and standardized tests, and through our Student Success Team process, when appropriate.

CWC Silver Lake recognizes that all students bring unique gifts and talents. Our model is designed to differentiate and meet the needs of a wide variety of learners. Identifying students who are considered advanced involves the interaction of three sets of characteristics: above-average intellectual ability, creativity and task commitment (Renzulli, 1986).

For identification of gifted or talented: Students may be identified as "gifted" or "talented" (based on LAUSD's definitions of such) when a student has consistently performed at Advanced levels across subject areas. CWC LA does not conduct formal testing to identify "gifted" students. Instead CWC LA administrators will identify students as gifted after a student has demonstrated exemplary test scores on two years of standardized tests. This is in keeping with LAUSD's policy for such an identification process. Upon request, and if a student meets necessary criteria, CWC LA schools will also complete application forms required for student application to gifted magnet schools within LAUSD.

For identification of highly gifted: At 3rd grade or above, students may be identified as highly gifted based on the District's definitions of such. We conduct testing only in the rare instances where both standardized test scores and internal assessments indicate a child may be "highly gifted" because the student is consistently performing in the 98th percentile or higher across all subject area assessments.

Our project-based curriculum with an emphasis on Gardner's multiple intelligences is designed to allow all students to pursue their learning in an in-depth way and at a challenging pace. Giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment²³. CWC Silver Lake works to ensure that potentially high-achieving students are not simply given additional work to do but rather are effectively engaged and supported in their learning at an appropriate level.

In the classroom, gifted children tend to:

- Get their work done quickly and may seek further assignments or direction
- Ask probing questions that tend to differ from their classmates in depth of understanding and frequency
- Have interests in areas that are unusual or more like the interests of older students

These students potentially differ from their classmates on three key dimensions: 1) the pace at which they learn; 2) the depth of their understanding; and 3) the interests that they hold. (Maker, 1982.)

In working with high achieving students, CWC Silver Lake teachers draw on the work of Sandra Kaplan (1986) whose educational research advocates a "depth and complexity" approach to providing appropriate challenges for gifted students. She suggests the following ways for

²³ Renzulli, J.S. (1986) The Three-Ring Conception of Giftedness: A Developmental Model for Creative Productivity. In: Sternberg, R.J. and Davidson, J.E., Eds., *Conceptions of Giftedness*, Cambridge

teachers to enhance the curriculum for a gifted student:

1. Present content that is related to broad-based issues, themes, or problems
2. Integrate multiple disciplines into the area of study
3. Present comprehensive, related and mutually reinforcing experiences within an area of study
4. Allow for the in-depth learning of a self-selected topic within the area of study
5. Develop independent or self-directed study skills
6. Develop productive, complex, abstract and/or higher level thinking skills
7. Focus on open-ended tasks
8. Develop research skills and methods
9. Integrate basic skills and higher level thinking into the curriculum
10. Encourage the development of products that challenge existing ideas and produce "new" ideas
11. Encourage the development of products that use techniques, materials, and form
12. Encourage the development of self-understanding
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instrument.

At CWC Silver Lake, teachers learn to design curriculum and present instructional strategies that meet the varying needs of all learners, including gifted students. Furthermore, diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff use a variety of teaching styles in order to encourage all students to reach their potential. Dynamic grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms. In most cases, differentiated instruction for gifted students will be provided in their classroom that includes students who are not designated gifted because a separate, segregated classroom experience is not necessary to support the needs of gifted students. In some cases, gifted students will be grouped with other high achieving students in a classroom (such as an elective) as a strategy to address their needs with a more targeted approach.

Progress monitoring is conducted by a staff on an on-going basis, including an administrator (co-Principal or Assistant Principal) and teachers of select gifted students, who assess the needs of gifted students and what programs are necessary to support those children in each of their classes. Parents are also consulted on a regular basis to ensure that there is alignment on the approach. CWC Silver Lake is committed to allowing students to move fluidly and appropriately to push and challenge each student to learn in their appropriate zone of development.

ONSITE DESIGNEE TO CONTACT REGARDING GATE

CWC Silver Lake has an administrative designee who is the clear point of contact for caregivers regarding GATE. This contact name is shared at the start of each school year to ensure families know whom to contact if they have questions or needs related to GATE.

UNDERACHIEVING GIFTED

Students who perform well on assessments but encounter more extensive challenges in project-based work, task completion, and other assignments that require self-regulation may be considered *underachieving gifted*. Parents are notified of this issue during family conferences. For these students who are gifted but do not have the task commitment, we apply similar tactics that address our "at-risk" population. By fostering active student involvement in their own learning we increase student interest and enthusiasm. Teaching self-monitoring and self-management skills helps these students set their own goals and persevere when working on a project. Grouping them with more motivated students – both gifted and struggling – also provides a peer attitudinal model

to help engage them in their own learning.

1.31: STUDENTS ACHIEVING BELOW GRADE LEVEL

CWC Silver Lake faculty and staff monitor student performance to ensure that students who are at-risk of failing to perform at grade level are appropriately supported. Students are identified as high- or low-achieving through a combination of interim benchmark assessments, unit or lesson assessments, teacher observation and/or parent observation.

Co-Principals, administrative teams and teachers of CWC Silver Lake monitors an individual student's performance throughout the year according to the assessment procedures presented in Element 2 and Element 3. In the case of students who are performing below expectations, CWC Silver Lake teachers use that information to select instructional modifications (e.g. use of word banks, sentence starters, modified time demands).

When the classroom teacher's instructional modifications do not produce the desired results that would put the student on track to perform at grade level, additional steps will be taken. If a teacher or parent has a concern, a special meeting is called to discuss the situation. This may lead to referring the student to the Student Success Team, and when needed, students are evaluated on a case-by-case basis by the Student Success Team. Ultimately, we believe that the greatest responsibility for successfully educating these students lies within the core classroom day.

Through professional development and collaborative support, teachers receive training on effective intervention strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers are trained to utilize the following best practices:

HIGH EXPECTATIONS: Because of a strong belief in each student's potential, teachers are committed to identifying the student's strengths to help him/her reach this potential and utilizing the most effective techniques to do so.

VARIED ASSESSMENT: As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects, and graphic maps are only some of the many avenues available for teachers to tap into their students' knowledge. The wider the variety of assessment the teacher uses and the more authentic and ongoing it is, the truer the picture the teacher will get of his/her student's understanding. (See Element 2 for explicit details about our assessment methodologies.)

DATA-INFORMED INSTRUCTION: Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole. They will identify skills, concepts, and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention, individual tutoring or another action is the appropriate response.

DYNAMIC AND VARIED GROUPING: Instructional groupings will be varied from homogeneous to heterogeneous and changed often, as students' capacities develop. Our groupings of students are fluid in recognition of this reality.

SMALL GROUP INTERVENTION: CWC Silver Lake has a lower teacher-to-student ratio that enables extensive small-group instruction every day. Teachers, student support associates and other staff lead small group intervention lessons for students with specific needs. Checks for understanding (exit tickets, questioning, quick writes, etc.) will be built into small group lessons

for ‘in the moment’ assessments, in addition to the assessment practices outlined in Element 2 and Element 3. The classroom teacher assesses student progress to determine when small group intervention is necessary and when it is no longer necessary because the student(s) have learned the identified skill or concept. In grades TK-5, teachers also provide push-in and pull-out instruction for students identified as needing additional support.

TARGETED RETEACHING: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept, those students receive targeted instruction to provide them another opportunity to learn it. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern.

METACOGNITION MODELING & EXPLICIT STRATEGY INSTRUCTION: Teachers who voice their thoughts on how they complete a task or arrive at a conclusion help students become aware of their own thinking; this is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

DIRECT INSTRUCTION: As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned. Students can learn high-level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge.

The utility of these best practices are not limited to students who are having difficulty. They represent quality teaching for all students.

CLASSROOM MODIFICATIONS FOR AT-RISK STUDENTS

In order to help students who need special services or a “reasonable accommodation,” classroom modifications are made. The following modifications or accommodations may be used by the classroom teachers, in coordination with the Student Success Team, for students who are at-risk, including foster youth or students with other potential risk factors, depending on the student’s specific need:

- **Materials.** Utilize materials that customize to the student’s need, such as using highlighted or underlined reading materials, visual aids, concrete manipulative materials, or supplies that adjust to the specific needs of the student.
- **Methods.** Customize instructional strategies to the student’s need, such as providing modeling, coaching and scaffolding, visual clues, customized content delivery approaches, organizational aids, peer tutors, note taking supports, customized language for directions, or manipulatives.
- **Assignments.** Provide assignments that allow students to be more successful, using strategies such as giving directions in small, distinct steps (written/picture/verbal), lowering difficulty level, reducing paper and pencil tasks, providing extra cues or prompts, developing compensatory procedures through an alternate assignment or strategy, and avoiding penalizing for penmanship.
- **Pacing.** Adjust the pacing of work in order to facilitate success through reduction of paper and pencil tasks, extended time requirements, varied activities, provision of breaks, and developing strategies to preview materials.
- **Testing.** Adjust testing by providing tests orally, reading the test to the student, using visuals or pictures, giving similar questions in the classroom setting before the test, allowing dictation, shortening the test length, and administering the test outside of the classroom setting.
- **Environment.** Adjust the student’s environment through preferential seating, altered physical room arrangement, concrete area definition, quiet space for the

student, and elimination of visual distractions.

1.32: SOCIOECONOMICALLY DISADVANTAGED

As detailed extensively herein, we believe that all students can learn and succeed, and that socioeconomically disadvantaged students are entirely capable of academic excellence at the same levels as students whose families have more financial resources. Poverty is not destiny.

While CWC Silver Lake is sensitive to socioeconomic differences and ensures all students have full access to the educational, extracurricular, and social activities at the school, CWC Silver Lake has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. We believe that all students can learn when given the proper instruction and support. If students that are socioeconomically disadvantaged are low-achieving, struggle with learning differences or are identified as English Learners, CWC Silver Lake utilizes strategies described in other sections of this petition.

At the start of their educational career at CWC Silver Lake, individual students are identified as low-income through the completion of our lottery interest form and enrollment packet. This enrollment packet includes questions that allow CWC Silver Lake to identify whether or not a student qualifies for free or reduced price lunch per the National School Lunch Program's criteria.

Teachers monitor the academic growth of all students using all tools within our comprehensive suite of assessments. This monitoring includes our ongoing protocol to analyze academic data. During school-wide Professional Development "Data Days," the CWC Silver Lake team focuses on developing specific action plans to address students, including those within this subgroup. CWC Silver Lake's Student Success Team is also responsible for identifying students and families who need additional resources or support, including referrals to community organizations or enrichments to ensure students who are also academically gifted do not let barriers interfere with their known capabilities. Establishing an inclusive learning environment for all students is at the heart of CWC Silver Lake. We believe that learning should be accessible to every student, regardless of background, and that teaching and learning should honor all experiences. To that end we:

- **MAKE RECOGNITION AND APPRECIATION OF DIVERSE BACKGROUNDS, CULTURES, AND PERSPECTIVES (INCLUDING THOSE REPRESENTED BY STUDENTS AND FACULTY) A CONSTANT THEME OF OUR CLASSROOM:** The most effective schools not only highlight those backgrounds and cultures that are represented in the classroom but also (to some degree) recognize and appreciate other backgrounds and cultures that may be new and unfamiliar to the students. Many cultures and backgrounds are brought to students from outside the classroom through strategic choices of books, materials, and lessons.
- **TEACH AND MODEL NORMS OF POSITIVE, INCLUSIVE INTERACTIONS AMONG MEMBERS OF THE CLASS:** The most effective schools work to form a culture of community within each classroom. Teachers work with students to establish a respectful tone between every member of the classroom community by teaching students to value differences and resolve conflicts appropriately. Teachers model this behavior when interacting with students and other adult members of the community and by responding to comments that may not honor the diversity of the community.

- **PROVIDE LEARNING EXPERIENCES FOR ALL FAMILIES:** As an effective school community, we work to support all families. Our faculty establishes workshops that address the needs/desire of the families in our school, and which provide language support and translation as needed. The focus of the workshops is to provide guidance, resources, and training to families.
- **OFFER EXTENDED SERVICES:** CWC Silver Lake offers a whole day program from TK on, and a before- and after-care program for all grades to ensure full-day coverage for all grades, in order to accommodate working families. The core curriculum in art, music and physical education, as well as school field trips that expose students to real-life examples of what is being studied in the classroom and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had. Such wrap-around services can assist in leveling the playing field from an economic standpoint, and yet we emphatically do not believe that academic expectations or ultimate performance are tied to socioeconomic status.

1.33: STUDENTS IN OTHER SUBGROUPS

Students in other subgroups (e.g., foster youth, homeless youth) are supported in similar ways to those described above. For example, students in other subgroups receive on-going monitoring by the Student Recruitment Specialists and provision of additional targeted customized support. Students are identified through conversations with families about the needs of their family. Teachers refer families with these needs to the Student Recruitment Specialists.

1.33a: IDENTIFYING FOSTER YOUTH AND HOMELESS YOUTH

CWC LA is committed to meeting the diverse needs of Foster Youth in accordance with AB 490 (EC 48853.5). We identify foster youth, students experiencing homelessness, and other relevant student groups through a proactive and sensitive approach during our enrollment process, which includes specific questions and considerations designed to identify students who are foster youth or experiencing homelessness. This ensures that appropriate supports and services can be provided from the outset. Teachers and staff monitor students and families and make referrals at any point during the year in case circumstances change.

1.33b: MEETING STUDENT NEEDS

CWC LA has robust support services for all students, regardless of need. For students with increased need, such as being unhoused or in foster care, CWC LA ensures counselors and educators collaborate to assess and address the unique needs of foster youth, homeless students, and other vulnerable groups. This includes access to counseling, academic support, transportation assistance, and referrals to community resources for housing, health services, and legal aid. We also have **enrichments** to promote academic success and enhance social-emotional well-being for all students, including those facing challenging circumstances.

We are committed to supporting students experiencing homelessness in accordance with the McKinney-Vento Act and have a dedicated McKinney Vento Act liaison. We ensure that any student under these provisions has immediate enrollment, even if they lack required documents, and provide transportation to and from school to maintain stability. Our designated McKinney-Vento liaison works closely with families to connect them with community resources, including housing assistance, healthcare, and academic support. Additionally, we offer tutoring and counseling services to address any educational gaps, ensuring that all students have equal access to a quality education regardless of their housing situation.

By integrating these approaches, our charter school aims to empower foster youth, students

experiencing homelessness, and other vulnerable student groups to thrive academically and personally.

In conclusion, our charter school is committed to providing a supportive and inclusive environment where foster youth, students experiencing homelessness, and other vulnerable student groups receive personalized attention, comprehensive support services, and ongoing monitoring of their progress. By implementing targeted identification strategies, providing specialized supports, and maintaining rigorous progress monitoring practices, we aim to empower every student to achieve academic success and thrive personally.

Students with Disabilities

The FSDRL contains provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

1.34 A TYPICAL DAY

The key features of our innovative educational program—a challenging, constructivist-based curriculum that inspires critical thinking, creativity, and develops an intrinsic passion for learning, socio-economic and racial diversity, community building, social-emotional learning, and positive school culture come to life as visitors walk the halls of CWC Silver Lake, they hear sounds that are as unique as our students themselves. Our program is designed to meet the needs of all students and our community is purposefully planned to support student learning. Those used to a quiet, orderly classroom of children sitting in rows of desks, all looking at the same page in a textbook, may at first be startled by the level of activity at CWC Silver Lake. Students of all ages are engaged in animated debate and discussion about group projects, science experiments, and mathematical equations – working at individual desks, round tables, and even on the carpeted floor. At CWC Silver Lake, the many different seating options allow for all students to select a workspace best suited to their needs.

Students are engaged in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student musicians, singers, dancers, artists, writers, and actors are heard creating, practicing, performing, reading aloud, and critiquing. All of these serve as processes for learning and a means to demonstrate their understanding of the arts and core academic content. Students are engaged with educational software on classroom computers, or researching on the internet and taking notes. Students explore and experiment in the school garden, planting indigenous foods of Native Americans as they study our nation's history and development. There are also quiet times, when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups.

Common Core State Standards, Next Generation Science Standards, and California State Content Standards form the clearly defined path for teachers to create the curriculum. The planning process provides for opportunities for student-initiated questions, variations, diversions, or alternate methods of learning that are inspired by experiences of the students. As students engage in active learning and make the curriculum their own in their journey to mastering the Common Core and State Standards, teachers are formally and informally assessing their progress. The insights gleaned from that assessment inform both modest changes in instruction (such as supplemental small group lessons) to more substantive changes (such as reordering units or purchasing additional curricular materials), as needed. Students learn content and skills through a variety of different methodologies to ensure that each student's intelligences, learning styles, talents, and challenges are addressed. Teachers continuously tailor instruction to meet the needs of the particular students in each class. Class structures vary from whole-class direct instruction to individual pursuits, to small group collaboration and instruction (including combining groups between different classrooms,

based on skill level), and any other permutation that fits the intellectual exploration at hand. CWC Silver Lake teachers are expected to utilize a variety of instructional methods and ongoing formative and summative assessments to continuously determine whether, in fact, the lessons have had the desired outcome: student mastery of standards.

This virtual tour of the school reveals myriad approaches and structures at play. Based on their reflective analysis of student behaviors, classroom dynamics, and learning outcomes, teachers draw on their rich repertoire of instructional strategies to meet the individual needs of their students. A seamless blend of whole group lessons, small group instruction, and individual student conferencing occurs daily.

Social emotional learning, community building, and positive school culture are integrated through all aspects of the learning day in addition to specific instructional time such as morning circle in the elementary grades, and Roots/advisory classes in grades 6-8th.

In a **first grade** classroom, many learning activities are happening simultaneously—and each one focused on ensuring that the students are prepared to meet the CCSS. Some students read stories independently in the cozy book nook. At the same time, a small group of students work with a student support associate to review strategies for figuring out tricky words before they start their independent reading as they strive to master the performance indicator “Know and apply grade level phonics and word analysis skills in decoding words.” As she finishes with that small group, a second adult calls another group of three emergent readers who are English Learners. She leads them in reading a rhyming pattern book and focusing on phonetic awareness and vocabulary development. In a circle on the carpet, the teacher conducts a literacy lesson, modeling how expressive, fluent, oral reading promotes comprehension and enjoyment -- or in kid language *reading like you’re talking makes the story more fun to read and easier to understand*. While on the surface the purpose may appear to be having a good time, the teacher knows that she is driving towards the performance indicator “Read with sufficient accuracy and fluency to support comprehension.”

After spending a few moments in several classrooms, it becomes clear that classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Student-created resource materials are displayed throughout the classroom and children are encouraged to move throughout the room purposefully to access materials as needed. Students are taught how to find answers without always turning to an adult for support. The teacher alternates roles throughout the day, sometimes delivering instruction and frequently facilitating independent learning activities for individual and small groups of children. While much of this is visible to an observer, what may not be as apparent to a visitor are the standards that drive every aspect of instruction across the school.

In a **third grade** classroom, students finish working independently and in pairs to complete the Illustrative Math work in their workbooks. Then, three pairs of students share out to the class the steps in their different approaches to getting a solution. The teacher facilitates a discussion that allows the class to engage and discuss the different strategies students have chosen to solve the same problem. Throughout the discussion, there’s an emphasis on student work and children having time and structure to justify their mathematical reasoning highlighting the constructivist-based curriculum. Then, students divide into their math groups. One group works on their ongoing statistics project, graphing the results of their student poll and preparing an analysis of the data. One group works with the teacher on a comparison of the three multiplication algorithms and takes the first step toward identifying the one that makes the most sense to them as an individual learner. The other group uses the computers to access the online math practice and review materials to support and reinforce single-digit multiplication facts.

As one walks the hallways and drops into classrooms, it is notable that rigorous learning

activities and student engagement are apparent in all aspects of the instructional program. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students work to refine their arguments.

As the tour transitions to **6th to 8th grades**, visits to the classrooms have a similar feel, but learning activities are adjusted to reflect student independence. Students rotate to different classes throughout the day, taking advantage of teachers who are experts in their respective subject areas which teach through a constructivist-based curriculum as reflected in the descriptions below. In History, students will analyze primary sources and literary texts related to ancient, medieval, and U.S. history and government. Math classes push students to apply their knowledge and skills to complex, real-world problems in collaborative groups. At this level the ELA classroom focuses on structure, genre-based writing, mechanics, revision, and response to writing prompts. Students may participate in debate-like Socratic Seminars, create video presentations of their research, and edit one another's essays while consulting with a teacher. Students explore essential questions in science, create meaning of science terms by comparing them to real-life interests, and design and implement laboratory experiments to collect data to explore original hypotheses. Across all disciplines, students will become adept at using the claim, evidence, and reasoning framework to create sound pieces of argumentative writing. In Advisory (Roots), students focus on self-awareness, goal setting, conflict resolution, and topics in social justice such as racial diversity. Elective courses are intentionally rigorous, challenging, and appealing to students of this age.

Throughout the school, students regularly interact with their peers in their classrooms and across grades. Students participate in performances and demonstrations and come together to work on joint service learning projects that incorporate and bring to life their academic lessons in real-world applications. Halls are filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents, and other visitors can learn from students' work. The work displayed contains not only the finished product but also artifacts that reveal something about the learning process. Displayed work enables other students to reflect on and learn from the learning strategies of their peers, thereby developing their metacognitive skills.

The faculty and staff at CWC Silver Lake consistently create and foster a school culture of joy, excitement, and celebration of learning and the work being done within and beyond school walls by our students. The Co-Principals greet each child by name and are warmly embraced by students who are eager to report on a recent accomplishment. Caregivers are a common presence in our school, as enthusiastic supporters of student performances and demonstrations; and volunteers—serving as true “boosters” of our operation. This collaborative effort ensures that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent

with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

2.1: MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

See LCFF table.

2.2-2.4: MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

See LCFF table.

3.5: METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENTS

As required by the Every Student Succeeds Act, the Co-Principals work with the staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress toward meeting grade level standards and objectives, and that all core teachers are properly credentialed. The Co-Principals and faculty are accountable for academic achievement of the students at CWC Silver Lake. The Co-Principals are ultimately responsible for meeting target goals, and are held accountable by the Executive Director, who is accountable to the Board of Directors.

To meet the accountability targets, school leaders guide CWC Silver Lake teachers in examining and analyzing pupil outcomes regularly. During the beginning of the school year, teachers participate in a professional development institute, which gives them the opportunity to analyze data from the previous school year and review other forms of data. When state testing data arrives, teachers review the data and reflect on their teaching methodologies. Teachers also engage in vertical articulation with one another. Throughout the school year, students are assessed regularly and student results are examined and discussed in grade level teams in order to determine if curriculum modifications are necessary.

VARIED AND AUTHENTIC INTERNAL ASSESSMENT

CWC Silver Lake defines assessment as the systematic and ongoing process of collecting, describing, and analyzing information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose: 1) to assess individual students or groups of students to note progress; and 2) to assess the quality of instruction to improve future learning. The data collected from assessments assists CWC Silver Lake in analyzing progress so that staff can modify and refine the teaching/learning cycle to better

meet student needs.

CWC Silver Lake believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student's progress. We use assessment data - both internal and verified - to evaluate the progress of the school as a whole, drive instruction, create differentiated instructional programs for individual students, communicate with parents about their students' progress, and help empower students to self-reflect on their own learning.

At CWC Silver Lake, we believe that assessment is a valuable informational tool used to gather data about the students we serve. We will use both ongoing and periodic internal assessment tools to provide a balanced assessment approach. Teachers use a variety of strategies to provide a clear picture of student progress and how the instructional approach can be adjusted to increase student achievement. Our balanced assessment approach utilizes both formative and summative assessment strategies to monitor student progress and report out on how students are meeting standards-based learning objectives. The following is a description of the assessment tools to be used:

1. **NWEA MAP (Administered 3x/year; 1st - 2nd Grades Assessed):** In the areas of Math and Reading, students take the NWEA MAP assessments. This assessment is Common-Core aligned, nationally normed, and taken online (via student computers or tablets). Administered 2-3 times a year (dependent on grade level), the MAP tests adjust as a student works, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine not only if a student is at grade level but also how far below or above that child is. These features enable the timely collection and analysis of student data. At a leadership level, NWEA MAP assessments generate data reports and comparisons to see how students perform compared with national averages based on grade level and subject area. At the teacher level, data reports are broken down for each student so teachers can see what areas the students have mastered, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year. Results are also reviewed by student race/ethnicity and student program (Free and Reduced Price Lunch eligibility, English Learner designation, and Special Education services). Students will be expected to perform on or above grade level relative to the national average and to demonstrate growth that meets or exceeds the national average.
2. **CURRICULUM-BASED READING AND WRITING ASSESSMENTS (End-of-unit assessments, K-8):** CWC Silver Lake closely monitors student progress through the implementation of the new ELA curriculum, Fishtank, which integrates comprehensive assessments into each unit. These end-of-unit reading and writing assessments are specifically designed to align with state standards, providing teachers with a clear, standards-based view of student achievement in key literacy areas. This approach allows educators to regularly evaluate how well students are meeting learning objectives and to identify areas where additional support may be needed. Additionally, the built-in assessments enable staff to report on student progress with concrete data, ensuring that instruction remains focused and targeted to meet the needs of all learners.
3. **CURRICULUM-BASED PHONICS ASSESSMENTS (End-of-unit assessments, K-3 Assessed):** CWC's systematic phonics program, Foundations provides Tier 1 end of unit assessments. These assessments allow us to measure progress towards the mastery goal (80% of each class reaches 80% mastery on unit assessments before moving on to the next unit). Through the aligned Tier 2 and Tier 3 programs for students who need further intervention, Foundations' Tier 2, Just Words and Wilson Reading System's programs also provide ongoing progress monitoring tools to assess student progress

in an intervention setting.

4. **DIBELS (Dynamic Indicators of Basic Early Literacy Skills - Administered 1-3x/year; K - 3 with potential expansion to upper grade levels)** : DIBELS is a set of short, timed tests used to measure early literacy skills in students, such as phonemic awareness, alphabetic principle, and reading fluency. The goal is to identify students who might need additional help with reading and track their progress over time. During the benchmark assessments three times a year, we are specifically able to track students' progress. Specifically, these assessments help us measure the progress of students receiving reading intervention. We set a goal that 50% of students receiving intervention will advance one risk classification level by the end of the year, as measured by DIBELS EOY benchmarks.
5. **CURRICULUM-BASED MATH SUMMATIVE ASSESSMENTS (End-of-unit assessments; GRADES K - 8)**: Illustrative Mathematics curriculum incorporates multiple assessment tools to ensure comprehensive coverage of grade-level Common Core State Standards (CCSS). End-of-unit assessments, section checkpoints, and regular "cool downs" (exit tickets) are all integral components of this curriculum, offering teachers frequent and detailed insights into student understanding and mastery of mathematical concepts. These varied assessment methods allow educators to track progress across all key areas of mathematics, making it easier to identify strengths and address gaps in learning. This systematic approach ensures that instruction remains aligned with the CCSS, supporting continuous student growth and achievement.
6. **UNIVERSAL SCREENER FOR NUMBER SENSE (USNS - Administered 2-3 times a year; GRADES K - 1 with possible expansion)**: The USNS math assessment is a tool used to evaluate students' math skills and understanding. It helps identify strengths and areas where students might need more help, often guiding instruction and support in the classroom. The USNS math assessment specifically evaluates various math skills such as number sense and place value, which are critical to all foundational mathematical concepts and accurate problem-solving abilities down the road. The USNS helps to identify how well students grasp these fundamental math skills and where they might need further instruction or practice. This tool is used to supplement Tier 1 math assessment data of all kinds and helps provide information for further differentiation, small group instruction and possible intervention.
7. **INQUIRY UNITS PERFORMANCE-TASKS, RUBRICS & CHECKLISTS (End-of-unit assessments; GRADES TK - 8)**: With the guidance of the Co-Principals and the Instructional team, grade level teams develop performance tasks that can be grade by rubrics and checklists that align to the goals and standards of any Inquiry unit. These tools provide ongoing data about students' progress towards meeting state and grade-level standards and incorporate additional learning goals for focal content within an Inquiry Unit that, oftentimes, has a science and/or social studies focus. Teachers refer to these assessment tools as they observe students and analyze student work. Students also will be guided in developing awareness of their own progress toward achieving standards mastery through on-going formal self-assessment, peer-assessment and informal conferences with their teachers.
8. **OBSERVATION & DOCUMENTATION - Administered on an ongoing basis; GRADES TK - 8**: Written observations of student learning are used to help teachers evaluate students as both individuals and as participants in a group setting. Teachers are guided in documenting student progress against criterion-referenced checklists and benchmarks that are derived from content standards. Documentation plays a role in assessing student learning in all areas of the curriculum.

Teachers use these assessment tools (along with others) to track individual student success and to give a profile of the overall success and development of achievement at the school. School leaders then analyze this data to identify trends and address specific needs.

Teachers are guided by Co-Principal-designated professional development programs to specifically address the needs of learners who are not making adequate progress. Students who show a continued lack of progress toward meeting grade-level standards are referred to resources mentioned in Element 1.

USING STANDARDIZED TEST SCORES IN MEASURING PUPIL PROGRESS

CWC Silver Lake believes that standardized tests provide only a part—albeit a key part—of the picture in determining student achievement. Our students take all standardized tests required by the state and will participate in CAASPP testing starting in 3rd grade. These are the chief accountability measures in place from the state and federal government. CWC Silver Lake will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.).

In addition to using standardized tests to evaluate the effectiveness of the instruction and educational program offered, CWC Silver Lake considers standardized test scores to provide a small, but important, window into the achievement levels of students. CWC Silver Lake intends to demonstrate progress on the aggregate results of standards-based reports. Further, this report and standardized test data will be disaggregated to show how sub-groups (e.g., EL vs. non-EL) perform.

The following is a listing of the standardized assessments used by CWC Silver Lake:

- **CAASPP:** CAASPP is administered during the spring to all students in grades 3-8. This test is assumed to measure student progress in math and English language arts. CWC Silver Lake will comply with all changes to these testing requirements (e.g., additional grades, taking additional portions, etc.).
- **THE CALIFORNIA ALTERNATE ASSESSMENTS ("CAA")** for ELA and mathematics are given in grades three through eight and grade eleven. The CAAs are a part of the California Assessment of Student Performance and Progress system. Only eligible students may participate in the administration of the CAAs. IEP teams "shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards." (Title 1, Part A, Subpart 1, Sec. 1111(b)(2)(D)(ii)(I)—Every Student Succeeds Act, 2015) CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards for students with significant cognitive disabilities. The goals of the CAAs are to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.
- **ELPAC:** The summative ELPAC is administered to English learners until they are reclassified. The initial ELPAC is administered to newly enrolled students based on the responses to the Home Language Survey in the enrollment packet.
- **FITNESSGRAM/PHYSICAL FITNESS TEST (PFT):** The Fitnessgram, California's state testing in physical fitness, is scheduled and adopted as a measurement of physical fitness for students in grades 5 and 7. CWC Silver Lake will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Sections 60602.5 and 60851, and any other statewide standards authorized in statute.

3.6: DATA ANALYSIS AND REPORTING

CWC Silver Lake currently utilizes a student information system ("SIS"), Aeries, and several data warehouse and visualizations systems called Tableau and Forefront, all of which capture data and create a variety of reports and analyses on topics such as student achievement, student subgroup, grade-level, and classroom data, tailored to the needs of our school and our instructional methodologies. We will continue to ensure that our SIS integrates with District- systems and/or reporting requirements.

Student performance data is utilized by all members of the CWC Silver Lake community. Guided by the Executive Director (who is held accountable by the Board of Directors), the Co-Principals are responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The Co-Principals and CWC Silver Lake staff work together to implement an effective reporting system to share data with students, families, and the community. Data are collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice. The following are ways in which data are utilized and shared:

SCHOOL-LEVEL DATA

School-level data is used to inform school-wide decisions by the Board of Directors, Executive Director, the Co-Principals and/or the regionally Instructional and school site teams. Identifiable trends in student performance data form the basis for key leadership decisions, including changes to the academic program, resource allocation, professional development focus areas, and targeted instructional coaching for teachers. A variety of school-level data, such as NWEA, is shared with the community and Board of Directors. This verified data, in accordance with AB1505, is shared one to two times per year reporting year-over-year student progress. This data includes both outright achievement and growth data for all subgroups, which can be tracked from the beginning of the year to the end of the year and across multiple years as well. CWC Silver Lake reports on mandated state testing and sub-group data (FRL, EL, Latino, African American, etc.). CWC Silver Lake uses the School Accountability Report Card ("SARC") to share other relevant data, where appropriate. Within professional development that occurs throughout the year, Co-Principals engage their staff in ongoing reflection on data. For example, that might include a whole staff session to look at NWEA data or to analyze CAASPP or curriculum-based trends.

CLASS-LEVEL DATA

Class-level data is used to inform decisions within the classroom and across the Charter School, as needed. Examples of class-level data that is regularly used include but are not limited to DIBELS, Foundations end-unit assessments, and Illustrative Math end-of-unit assessments.

An example of how CWC Silver Lake might use class-Level data is that, at the start of each school year, each returning teacher meets with the teachers in the next grade and the preceding grade to discuss students from the previous school year. This might look like a first grade teacher sitting with a kindergarten teacher to learn more about the students entering their new class. Information such as overall student progress, specific improvements or challenges, and successful approaches will be shared. After this meeting, the first grade teacher sits with a second grade teacher to complete the same process. These meetings allow specific data to be shared about each student in the grade. Teachers use the information gathered during these conversations, along with the pre-assessments given at the beginning of the year, to design their instruction.

In partnership with school leaders, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they will be coached to modify instructional approaches, differentiate or potentially tag a student for additional support and intervention when possible. As a result of these meetings, teachers may

choose to re-teach units and skills, condense upcoming lessons, restructure student grouping or pull students for an intervention cycle. Teachers may also use the data to realign their curriculum or revise their pedagogical techniques for future units and/or school years.

School leaders analyze assessment data regularly. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. The staff are trained on how to interpret both formative and standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for groups of students as well as individual children. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

INDIVIDUAL STUDENT DATA

Individual student data (such as a progress report) is used to provide families, teachers and students with detailed information about each student's achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to roster students into intervention programs that meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations, or more challenging enrichment.

Progress reports/report cards, based on state standards and school-generated goals and objectives, are issued at least twice each year for elementary grades TK-5 and every trimester for grades 6-8. The progress report explains both learning and behavioral objectives and marks the student's progress toward mastery of the expectations. These reports can also be used as part of teacher-parent conferences.

The role and use of data to inform stakeholders of curriculum, instruction, tiered intervention and enrichment, as well as improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board, and general school performance:

Results from our assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school, including curriculum, instruction, tiered intervention and enrichment.

We regularly report on and distribute information about school progress to the school community including, but not limited to, summary data on the following key outcomes and milestones:

- **Across instructional staff at the regional and school level (3x/year):** Student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section;
- **Across Executive Leadership (weekly):** The Executive Leadership team includes the Executive Director, Head of Diversity, Equity, Inclusion & Belonging, Head of Instruction, Head of Operations & Finance, and Head of Schools. This team meets weekly, if not more often, to cross-share critical data points from each individual school and broadly as a network. This includes, but is not limited to, student performance data (academic achievement, subgroup performance, intervention and support patterns), operational and compliance reporting information (such as authorizer oversight reports, enrollment updates, and critical staffing needs/updates), strategic planning (including status points of progress towards goals), community and stakeholder engagement (such as robust discussion on feedback received from staff, family, and/or community members), etc.
- **With Board Members (3x/year):** Major Board decisions and policies are driven by

quantitative and qualitative data;

- **With Family Members (monthly):** During school site council meetings, families receive overviews of major reports such as SARC and LCAPs (which include share-out of subgroup data and opportunity for feedback on goal development and additional school programming), as well as summaries of annual parent satisfaction surveys;
- **External Partners (monthly):** Regularly sharing major school community accomplishments, including fundraising efforts, facility developments, community partnerships and more help further embed CWC SL into our community and deepen relationships with our partners.
- **Authorizers (as needed):** Information about the school's educational program, as well as its administrative, legal, and governance operations, is collected for several compliance purposes, as well as for relationship building. CWC SL seeks to be transparent in operation and collaborative with any partnering entity.

3.7: GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

In elementary school grades, CWC Silver Lake uses a developmental progress report card twice a year to share progress with students' caregivers. Caregivers are given information regarding their child's English language arts proficiency, standards-aligned skills to work on and skills demonstrated in mathematics, and inquiry (science, and social studies. Additionally, the teacher reports on the child's social emotional development. The report also contains a short narrative component, where teachers further discuss student progress toward meeting grade-level standards and goals.

In middle school grades, a standards-based grading system is used to complete report cards every trimester. Student-led conferences with the student, their caregivers and his/her advisor are carried out during the year.

A core tenet of standards-based grading is that a student grade measures their progress towards skills (called Learning Targets). Students know their learning targets and spend time reflecting on their own progress using teacher-created rubrics. In this system, grades are viewed as a tool to help students learn more. Students are given MULTIPLE opportunities to demonstrate that they comprehend a learning target. Students receive a rubric grade from 1-4:

- 1 - Below Basic Comprehension (With our students we say, "Just Getting Started!")
- 2 - Basic Comprehension (With our students we say, "On My Way")
- 3 - Proficient (With our students we say, "Getting the Hang of It")
- 4 - Advanced (With our students we say, "I get it! I really do!")

It is generally understood that students will not score a 4 on their first encounter with a learning target which is the beauty of standards-based grading. It gives students explicit direction for their growth and progress. We will continue to celebrate academic achievement by celebrating the growth of students.

PROMOTION POLICY

CWC Silver Lake staff work hard and are dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. However, there are cases when students do not achieve the desired level of proficiency (academically, socially and/or emotionally) and should be retained at the same grade level. In such cases, school leaders will hold a conference with the child's parent or guardian in early spring to present information on the student's progress/proficiency in all areas and recommendations for retention.

On or before May 31, the school Principal shall send written notification of the final decision to retain a student. While family input is an important part of the decision process, the school Principal will make the determination on student retention.

If a caregiver wishes to appeal the school Principal's decision for promotion or retention, a family may bring their appeal to the Head of Schools who will make a final determination. The caregiver must file an appeal within ten (10) school days of the date on the written notice of retention.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

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 of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

4.1: OVERVIEW OF GOVERNANCE STRUCTURE

CWC Silver Lake operates under the direction and control of the Board of Directors of Citizens of

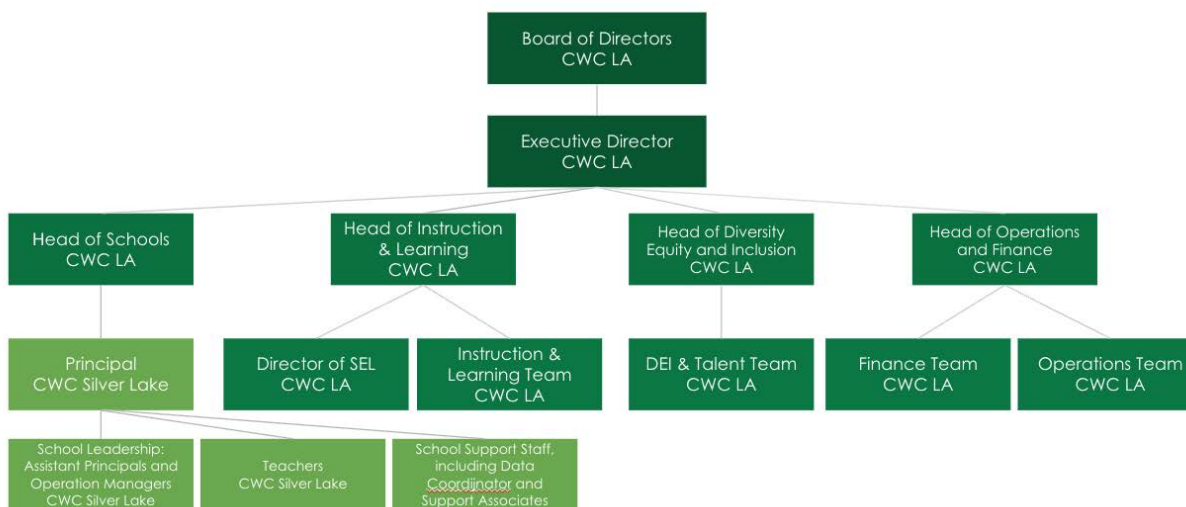
the World Charter Schools – Los Angeles (“Board of Directors” or “Board”).

In addition to other CWC Silver Lake, the CWC Los Angeles Board of Directors oversees Citizens of the World Hollywood, Citizens of the World Mar Vista, Citizens of the World East Valley, and Citizens of the World West Valley. CWC Silver Lake serves grades TK-8 and is located in the Silver Lake community, as defined above.

Citizens of the World Charter Schools, a California nonprofit, public benefit corporation, is the sole statutory member, as defined in Corporations Code Section 5056, of CWC Los Angeles.

The CWC Los Angeles and CWC Silver Lake structure is shown below, including information about the relationships among and between CWC Silver Lake’s Board, key personnel and stakeholder engagement structures (described further below). Citizens of the World Charter Schools, a California nonprofit, public benefit corporation, is the sole statutory member, as defined in Corporations Code Section 5056, of CWC Los Angeles.

Below is a visual representation of the CWC Silver Lake organizational structure:



The Board supports the mission and activities of CWC Silver Lake with stakeholders involved at all levels of Charter School governance. Membership on the CWC Los Angeles Board of Directors and operation of CWC Los Angeles is in accordance with its corporate bylaws that shall be maintained to align with the terms of the approved charter.

CWC Los Angeles, while a separate corporation, is part of a growing national network of high performing, mixed socio-economic schools currently operating in Los Angeles and Kansas City, called Citizens of the World Charter Schools. This organization supports the national network of Citizens of the World schools, including CWC LA. Citizens of the World Charter Schools (CWCCS) is a separate 501(c)(3) tax-exempt, nonprofit public benefit organization that is not involved in the direct management or operations of schools. CWCCS is involved in the planning and development of schools. Citizens of the World Charter Schools is governed by its own independent non-profit board of directors. This board is responsible for the activities and finances of Citizens of the World Charter Schools, but has no direct role in the day-to-day management of CWC Silver Lake. CWCCS Board Members do not serve on any of the local boards and they are not staff members in any of the organizations.

Citizens of the World Silver Lake has been, is, and shall continue to be operated by Citizens of

the World Los Angeles, a California nonprofit public benefit corporation. Charter School agrees and acknowledges that the governing board of Citizens of the World Los Angeles is the controlling and governing body for CWC Silver Lake, and accordingly holds fiduciary authority and responsibility for, among other things:

- (1) the selection, hiring, compensation, supervision, evaluation, and termination of the Citizens of the World Los Angeles Executive Director and all other Citizens of the World Los Angeles employees, including employees of Charter School;
- (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and
- (3) Charter School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students. The governing board of Citizens of the World Los Angeles shall comprise no less than three (3) members at any time.

Citizens of the World Charter Schools was established in 2011 with the specific purpose of facilitating the creation and operation of new nonprofit schools through planning, fundraising, academic support, evaluations, and facilities acquisition and development. Through a license and affiliation agreement, Citizens of the World Charter Schools provides services and support to Citizens of the World Los Angeles provided that there is no delegation of duty or authority inconsistent with law or the Citizens of the World Los Angeles charters. Citizens of the World Charter Schools' duties under the license and affiliation agreement include the following key support areas: facilitating CWC Network information sharing and working to replicate best practices among all schools in the CWC Network; and, supporting the Schools in determining effective knowledge management systems. Supports include services in talent development and evaluation, public relations, school operations, and finance infrastructure. Citizens of the World Charter Schools also licenses the use of its trademarks, service marks, design marks, trade names, domain names, and registrations to Citizens of the World Los Angeles.

Charter School agrees and acknowledges that as the sole statutory member of Citizens of the World Los Angeles, the Citizens of the World Charter Schools' governing board does not vote on or otherwise control matters governed by Citizens of the World Los Angeles' governing board, including but not limited to the operation of Charter School and as delineated in the approved charter. Citizens of the World Charter Schools is a sole statutory member of Citizens of the World Los Angeles as defined in section 5056 of the California Corporations Code. As sole statutory member, the Citizens of the World Charter Schools board has the sole statutory right to approve or remove members of the Citizens of the World Los Angeles board. At no time shall CWC LA have more than nine directors on its governing board who also serve on the Citizens of the World Charter Schools governing board, are employed by Citizens of the World Charter Schools, and/or are otherwise affiliated with Citizens of the World Charter Schools. All relationships between Citizens of the World Los Angeles and Citizens of the World Charter Schools, including Citizens of the World Charter Schools' role regarding the CWC LA's governance and board composition shall be governed and established by the Citizens of the World Los Angeles Articles of Incorporation and bylaws, and the above described agreements or equivalent arms-length contract between these two affiliated entities and subject to District oversight. Any plans, goals, or proposals for growth, fundraising, educational and leadership development, or any other purpose, developed or provided by Citizens of the World Charter Schools to or on behalf of Citizens of the World Los Angeles and/or any charter school operated by Citizen of the World Los Angeles, shall be approved or otherwise authorized by Citizens of the World Los Angeles' governing board.

The governing board of Citizens of the World Los Angeles is the holder of the charters for Citizens of the World Hollywood, Citizens of the World Silver Lake, Citizens of the World Mar Vista, Citizens of the World East Valley, and Citizens of the World West Valley and ultimately has all governing and fiduciary responsibility for any and all actions of Citizens of the World Charter Schools in relation to the Citizens of the World Los Angeles' charter schools.

Charter School agrees and acknowledges that the Citizens of the World Charter Schools' governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of Citizens of the World Los Angeles and as a nonprofit corporation.

SOLE STATUTORY MEMBER

The sole statutory member of CWC Los Angeles is Citizens of the World Charter Schools, a California nonprofit public benefit corporation. The rights of Citizens of the World Charter Schools, in relation to CWC LA, as the sole statutory member, include, but are not limited to, the following: (1) the designation of the corporation's directors; (2) filling vacancies on the corporation's Board of Directors; (3) removal of the corporation's directors; (4) any merger and its principal terms and any amendment of those terms; (5) amendment to the corporation's bylaws; (6) any election to dissolve the corporation; and (7) as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in the bylaws of CWC Los Angeles.

ROLES AND RESPONSIBILITIES

Our governance structure is intentionally designed to be inclusive of all stakeholders: parents, teachers and the community. As detailed in this Section, and illustrated in the Organizational Chart above, the following are involved in providing input and decision-making in Charter School governance: The Board of Directors, the School Leaders (Executive Director and Co- Principals), and the Principal's Councils (or an alternatively named body with the same functionality and purpose). The different responsibilities of each group are detailed here:

BOARD OF DIRECTORS

The CWC LA Board of Directors ("Board of Directors" or "Board"), in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight and leadership, including but not limited to the following responsibilities:

Mission & Strategic Direction

- Promote, guard, and guide the organization's mission and vision
- Engage in strategic planning and long term strategy
- Approve and monitor the implementation of all general policies
- Approve charter amendments (and submission of material revisions to LAUSD for approval in accordance with Education Code Section 47607)

Resource Development & Financial Accountability

- Approve and monitor the annual budget
- Approve significant contractual agreements based on the thresholds of such defined in the organization's fiscal policies and the investments of funds consistent with the organization's fiscal policies
- Participate in fundraising
- Contract with an expert external auditor to produce an annual financial audit
- Approve annual fiscal audit and performance report
- Ensure sound risk management policies

Oversight & Assessment

- Hire and evaluate the Executive Director
- Regularly assess student achievement, staff performance, operations, and compliance
- Develop, review, or revise performance measures, including Charter School goals
- Participate in the dispute resolution and complaint procedures when necessary
- Appoint an administrative panel to act as a hearing body and serve as an appeal

- body for student expulsions when necessary
- Ensure compliance with the academic plan and other activities as described in the petition

Board Management

- Develop the schedule of regular Board meetings and ensure compliance with the Brown Act
- Develop Board of Directors policies and procedures
- Recruit and approve new Directors, subject to approval by the sole statutory member
- Create officers or committees, as needed

The Board recognizes that the Executive Director and Co-Principals are responsible for the day- to-day management of CWC Silver Lake.

EXECUTIVE DIRECTOR

Key responsibilities include:

- Financial management
- Operational management
- Oversight and monitoring of operations and instruction
- Facilities development
- Fundraising
- Relationship with LAUSD
- External communications

CO-PRINCIPALS

The Co-Principals shall be responsible for the day-to-day management of the operations of the Charter School and the instructional program and staff, with support, oversight and monitoring by the Executive Director. Both Co-Principals will be managed by and report to the CWC LA Executive Director, who will provide deep coaching and support to both Co-Principals. The Co- Principals will meet regularly (approximately weekly) to ensure that they are fully aligned regarding the key issues at the school site.

Key responsibilities include:

- Instructional leadership and planning
- Discipline
- Health and safety
- Professional development
- Staff management, evaluation, and development
- Academic goals and assessment
- School culture (student, staff, parent)
- School operations

4.2 AND 4.3: BOARD OF DIRECTORS COMPOSITION AND MEMBER SELECTION

BOARD COMPOSITION

The Board of Directors, per the organization's bylaws, has between three (3) and nine (9) members. These members have a range of skills and expertise that they bring to the Board, including real estate, finance, fundraising, school leadership, instruction, strategic planning, legal and other skills. These skills help provide oversight of critical areas of need for the organization and also provide important perspectives during Board deliberations to ensure that a broad range of perspectives and best practices are taken into consideration. The Board has currently appointed several parent representatives to ensure that CWC Silver Lake maintains the parent perspective when making decisions.

MEMBER SELECTION

The process of selecting members of the CWC Los Angeles Board of Directors is described in the Bylaws of the organization. The current number of Board members in the bylaws is between three (3) and thirteen (13)) members.

- Rotation of service terms: Board members serve a three-year term after an election by the Board. Process and potential considerations for determining a need to select/add board member: The organization seeks to recruit an adequate number of committed members to reach quorum, provide a broad range of expertise, expand our circles of influence, and increase board sustainability. At the same time, it is not so large that board members lose their connection to the mission and goals of the board and CWC LA. The board will represent a cross section of Los Angeles and will include persons with expertise in business, nonprofits, and education. The board will seek to attract a variety of individuals. The Board engages in a rigorous analysis of the skills needed on the Board (such as finance, strategic planning, fundraising, legal, policy, instruction, compliance and other areas) when engaging in a search for new members.
 - Specific Board Needs:
 - Legal and financial services
 - Management/leadership experience including scaling organizations
 - Real estate expertise
 - Knowledge of charter schools/education/politics
 - Marketing/PR experience
 - HR, Talent, and Recruiting
 - School Leadership
 - DEIB experience
- Selection criteria and process: CWC LA's Board recruiting process includes the following steps:
 - Cultivation of the prospective board member. Ensure alignment between the needs and expectations of Citizens of the World Charter Schools Los Angeles and the needs and expectations of the individual. This will be achieved by:
 - Investing candidates in the mission and work of CWC
 - Setting expectations for prospective Board members
 - Creating a vision for how Board membership meets the needs of both the individual and the organization
 - Board or staff member who knows the prospect will introduce the prospect to the Executive Director
 - Board reviews the nomination and discusses prospect based on their desire to serve and needs of the board
 - Executive Director, Board Chair and members of Board cultivate prospective board members:
 - Deliver information concerning the history and future plans of CWC LA and annual report.
 - Prospective board member visits one or more schools
 - Prospective board member meets with Executive Director
 - Prospective board member attends a board meeting
 - Prospective board member meets with Board Chair where requirements and responsibilities of board service are explained and agreed upon
 - Prospective board member meets with CEO of CWCS.
 - Board Chair presents formal recommendation to the full board of CWC LA; Board votes on prospective candidate
 - Board Chair meets with prospective candidate and extends an offer to join the board.

Board members are selected, in consultation with the organization's sole statutory member, to

provide specific expertise or perspectives to support the organization. Board membership is by appointment. As explained above, the Board has currently appointed several parent representatives to serve on the Board in order to provide a parent focus to the Board's work. When selecting Board members, the Board seeks a set of individuals who can bring significant expertise and for the parent representatives, those who can also bring a parent perspective voice to the Board.. Several members of the Board (less than what would constitute a quorum at any given time) actively engage with candidates before bringing a final candidate to the Board for consideration and approval, subject to approval by the sole statutory member.

Please see the bylaws for additional information.

4.4 AND 4.5: GOVERNANCE PROCEDURES AND OPERATIONS

CWC Los Angeles holds approximately one regular board meeting each month. All board meetings will be held in accordance with the Brown Act and stakeholders and the public are welcome and encouraged to participate. The Board receives annual training in the Brown Act. Agendas are posted on the CWC LA website and at the CWC Silver Lake school site, and an email announcement is also sent out to CWC Silver Lake parents and staff advertising each meeting. Activities of CWC Silver Lake will be addressed separately, when necessary, and there will be regular opportunities via public comment for stakeholders and the public to participate in the governance of CWC Silver Lake. The calendar of regular Board meetings will be established by the Board by the end of each fiscal year for the subsequent year and is also posted on the CWC LA website and CWC Silver Lake webpage.

Board decisions are made at meetings when a quorum is present (defined as a majority of directors then in office). Meetings by teleconference are permissible as long as all members of the Board can hear one another and the requirements of the Brown Act are followed, including: a quorum of the Board must be located within the LAUSD jurisdictional boundaries; votes must be taken by roll call; meeting agendas are posted at all teleconference locations and each teleconference location is identified on the agenda; all teleconference locations must be accessible to the public; members of the public must be able to hear and be provided an opportunity to address the Board at each teleconference location; the agenda shall indicate that members of the public attending a meeting via teleconference do not need to give their name when entering the conference call.

In accordance with the principles of transparency and impartiality, board members are required to abstain from voting on any matter in which they have a direct or indirect personal or financial interest. This abstention is essential to ensure that decisions are made in the best interest of the organization, free from conflicts of interest. Members must disclose any potential conflicts before the vote and recuse themselves from participating in the discussion and decision-making process related to that matter. Failure to adhere to this policy may result in an automatic disqualification from voting on the relevant issue. This policy upholds the integrity of the board's decision-making processes and maintains public trust in the governance of the organization.

Similar to above, please see the bylaws for additional information, and note that the provisions of this charter are subject to change should the bylaws be changed by the Board and shared with the District. LAUSD/CSD will be consulted prior to making changes that impact an approved charter.

4.6: STAKEHOLDER INVOLVEMENT

The Board, Executive Director, and Co-Principals all actively work to promote the engagement of all stakeholders.

FAMILY COMMITTEES

The Family Committees ("FCs") are comprised of parents/guardians of enrolled students and consist of a number of committees that are led by one or more Chairs. The purpose of the FCs is to engage parents in issues affecting the Charter School and most of the issues discussed relate to specific grade levels. As a result, the FCs are structured around the TK-5 program and the 6-8 program and report to the respective Co-Principal for those grade levels. All parents are encouraged to participate in FC meetings and activities. All FC meetings and activities will ensure compliance with Brown Act requirements, such as advanced posting notice of the meeting agenda. The FCs are responsible for assisting the CWC Silver Lake administration with the following:

- Fundraising (Pledge Drive, events, activities, etc.)
- Outreach & Family Support (outreach to prospective parents, translation of materials, support of non-English speaking families, family education activities, etc.)
- Communications (website maintenance, newsletter production, PR, etc.)
- Room Parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers)
- Other areas of responsibility, as determined by the co-Principals

Co-Principals invite members of the community to participate in the FCs. The FCs and Co-Principals may work together to form other Committees based on the needs of CWC Silver Lake. FC meetings are held ad hoc at a time and place to maximize parent participation. Meetings will provide language support and childcare whenever necessary and possible.

PRINCIPAL'S COUNCILS

The model of decision-making at CWC Silver Lake is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community. Led by the Co-Principals, who also sit as members of a Principal's Council or appoint a designee to sit on the Council, the Principal's Councils (or similarly named bodies with the same duties and composition) are bodies comprised of at least eight (8) individuals, with equal representation of parents and CWC Silver Lake staff, as follows:

- Committee Chairs, as described above in the Family Committees section (parent representatives)
- At least 2 teacher representatives
- At least 1 staff representative(s)
- Co-Principals or designees

In addition, the Co-Principals may invite other stakeholders to participate in the Principal's Councils at his/her discretion and with the intent of ensuring diverse and engaged Principal's Councils. The Principal's Councils meet regularly, although the frequency may vary. The Executive Director does not participate in Principal's Councils meetings or activities unless expressly asked to do so.

The purpose of the Principal's Councils is to provide advice and feedback to the Co-Principals around day-to-day activities of the Charter School, to provide grass-roots level feedback on issues in a timely manner, and to provide input into the LCAP and annual update. In order to tailor opportunities for input to each school's needs, there will be one Principal's Council for the TK-5 community and a second for the 6-8 community. Each Principal's Council reports to the Co-Principal for those associated grade levels. The Principal's Councils are structured in this manner in order to best meet parents' needs, which tend to focus on grade-level specific areas. The issues discussed with the Principal's Councils will also be addressed to the full parent, teacher or staff community, as appropriate.

The Co-Principals endeavor to ensure that the meetings are open to, and inclusive of, all segments of the school community.

For school-wide issues of consideration, such as the development of the budget or LCAP, the Principal's Councils will meet in a joint Council session so that the entire school's needs are considered. The Principal's Councils serve as the School Site Council for CWC Silver Lake. When business is conducted for School Site Council matters, the Principal's Councils must meet jointly. The Co- Principals closely collaborate around the running of the joint Council meetings, as well as the individual Principal Council meetings.

SCHOOL WEBSITE

The school effectively leverages its website as a dynamic platform to engage stakeholders by providing a wealth of interactive and up-to-date information. The site features a user-friendly interface with sections dedicated to students, parents, faculty, and the broader community. It includes real-time updates on board meetings, academic calendars, school events, and emergency notices, ensuring that all stakeholders stay informed. Additionally, the website showcases student achievements, highlights faculty innovations, and shares news about school initiatives, creating a sense of connection and involvement. By integrating social media links, the website not only disseminates information but also builds a vibrant, engaged school community.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1 AND 5.2: EMPLOYEE POSITIONS AND QUALIFICATIONS

Citizens of the World Silver Lake is committed to recruiting and hiring a community of professionals dedicated to educating all students and the mission of the Charter School. Regardless of his/her role in the Charter School, every person hired by Citizens of the World Silver Lake will actively help to promote the curricular philosophy, instructional program, and the Charter School community’s guiding principles.

The Executive Director is responsible for hiring the Co-Principals, who are responsible for hiring all teaching, educational, and administrative staff.

All employees will be compensated commensurately for their experience and job responsibilities and receive benefits as detailed in the Employee Handbook. Job descriptions, work schedules, compensation, benefits, and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

LIST OF POSITIONS

Citizens of the World Silver Lake has the following staff positions, subject to student need and available budget, with job responsibilities and qualifications for key staff positions included below:

- Executive Director
- Head of Schools
- Head of Instruction and Learning
- Head of Finance and Operations
- Head of DEIB
- Principal

- Assistant Principal
- Assistant Principal of Inclusive Education
- Director of SEL
- School Operations Manager
- Teacher
- Student Support Associate
- Office Associate
- Data Coordinator

EXECUTIVE DIRECTOR

Key Responsibilities:

Planning and Operations

- Collaborates with the Board of Directors to plan and publicize all Board meetings, prepares agendas, arranges logistics, and attends all regularly scheduled Board meetings
- Facilitates strategic planning with the Board of Directors
- Diagnoses the gaps between where the Charter School is versus where it aspires to be and ensures that appropriate strategies and practices are implemented to close these gaps
- Oversees Charter School compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruits develops, and retains high-performing individuals who are passionate about the Charter School and its mission
- Recruits the Co-Principals and collaborates with the Co-Principals to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise
- Assists Co-Principals with data analysis and oversees all reporting related to student performance
- Prepares and updates as appropriate the Employee Handbook and Family Handbook and ensures that all parties receive and acknowledge receipt
- Establishes and oversees compliance with the Charter School's emergency and safety plans
- Ensures that an effective performance management system is in place for all staff under his/her direct supervision
- Oversees self-evaluation efforts of the Charter School, including parent surveys
- Supervises creation of Charter School computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.
- Hire additional staff to support the Charter School, as needed, as the Charter School continues to grow

Fundraising and Financial Oversight

- Develops appropriate budget projections in collaboration with any back-office provider
- Ensures that the annual fundraising targets are met
- Develops and maintains relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Works with the Board on fundraising, including a capital campaign to secure and develop a permanent Charter School site
- Oversees and manages the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office providers

Facilities

- Oversees Prop. 39 application process and related activities
- Pursues appropriate temporary facilities for the Charter School as needed
- Secures permanent site for Charter School
- Secures appropriate furnishing, materials, supplies, and equipment for Charter School operations

Outreach and Collaboration

- Develops and maintains effective relationships with LAUSD and oversees all aspects of charter renewal, review, and compliance
- Oversees the WASC accreditation process and any related activities
- Represents the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community
- Conducts outreach and serves as a liaison with local leadership, Charter School faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establishes and maintains partnerships with community service organizations, businesses local councils, and residents
- Assists Co-Principals, as requested, in coordinating parent involvement and volunteering

Communications

- Oversees the Charter School's website, email/list-serves, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members
- Maintains open lines of communication among stakeholders and works to resolve conflicts and disputes that may arise
- Assists Co-Principals in coordinating parent education workshops, Town Hall meetings, and other forums to discuss the Charter School's mission, vision, and operations with parents and other stakeholders.

Required Qualifications:

- Extensive experience (minimum of 7 – 10 years) in nonprofit management, private sector organizations, fundraising, budgeting, government relations, communications, and marketing.
- The ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors.
- A confident decision-maker who possesses the ability to facilitate collaboration and teamwork.
- Excellent oral and written communication skills.
- The ability to multitask and handle diverse responsibilities, including attention to numerous details and shift to the big picture and long-term thinking.
- An ability to communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of CWC Los Angeles.

Preferred Qualifications:

- A Master's Degree in a relevant field is preferred but not required.
- Experience in educational leadership and, specifically, in the charter school movement is optional but preferred.
- Knowledge of the California and LAUSD education, government, and nonprofit funding environment is valuable but optional.

HEAD OF SCHOOLS

The Head of Schools (HOS) is a transformative leadership position that leads the strategic management and development of all school principals across the Citizens of the World Charter Schools Los Angeles network. Reporting directly to the Executive Director, the HOS is responsible for driving excellence in school-level operations, instructional quality, and student outcomes. This role is instrumental in empowering principals to be effective instructional leaders and catalysts for positive change within their communities. The HOS leads a team of experienced school support professionals who provide targeted coaching, professional development, and data-driven interventions to help principals and their teams continuously improve. Leveraging a deep understanding of effective school leadership practices, the HOS works closely with the Head of Instruction and Learning to align school-level execution with the organization's broader academic strategy. Ultimately, the HOS's strategic guidance, operational expertise, and commitment to equity and continuous improvement are vital to ensuring that every Citizens of the World school provides a world-class educational experience for all students.

Key Responsibilities:

School Leadership Development

- Recruit, select, and onboard high-performing school principals
- Provide ongoing coaching, mentoring, and professional development to principals
- Establish clear performance expectations and accountability measures for principals
- Identify and cultivate future school leaders from within the organization

School Oversight and Support

- Regularly visit and observe school operations, providing actionable feedback
- Analyze school-level data (academic, operational, financial) to identify areas for improvement
- Allocate resources and coordinate central office support to address school-level needs
- Collaborate with the Head of Instruction and Learning to ensure alignment between school-level instruction and network-wide academic strategy

School Culture and Climate

- Champion a strong, values-driven culture across the school network
- Promote inclusive, equitable, and joyful learning environments in all schools
- Develop and implement strategies to engage families and community stakeholders
- Address school-level challenges related to student and staff recruitment, retention, and satisfaction

School Performance and Accountability

- Set ambitious, data-driven goals for school academic and operational performance
- Monitor school progress toward goals and oversee intervention strategies as needed
- Ensure schools meet all regulatory and compliance requirements
- Lead school turnaround efforts for underperforming campuses

Strategic Planning and Continuous Improvement

- Contribute to the development of the organization's long-term strategic plan
- Identify and scale effective school-level practices and innovative programs
- Lead efforts to optimize school-based resource allocation and operational efficiency
- Foster a culture of ongoing learning, reflection, and data-driven decision-making

Stakeholder Engagement and Advocacy

- Serve as a key spokesperson and ambassador for the charter network
- Build and maintain strong relationships with authorizers, families, and community partners
- Advocate for school-level needs and interests at the district, state, and national levels
- Collaborate with the Head of Learning and Instruction and other senior leaders to align school-level priorities with the organization's strategic objectives

Required Qualifications:

- Bachelor's degree (or equivalent experience) required
- Demonstrated cultural competency and understanding of urban school environments; ability to link the impact of student diversity initiatives to student outcomes
- Strong people management skills, including coaching, capacity building, and facilitating professional development for adult learners
- Leadership experience with change management in a dynamic, growing organization
- Exceptional project management skills with strong attention to detail and the ability to efficiently and simultaneously manage multiple projects to completion
- Demonstrated ability to motivate, inspire, and build strong working and coaching relationships with a variety of stakeholders
- Exceptional critical thinking and analytical skills, including the ability to utilize quantitative and qualitative analysis to support decision-making
- Strong computer and technology skills; proficiency in Microsoft Word and Excel, familiarity with Google Docs, and interest in and ability to learn new platforms
- Comfort with ambiguity and working in a fast-paced, entrepreneurial environment
- Demonstrated initiative, leadership, and tenacity
- A demonstrated passion for improving K-12 public education
- Valid driver's license and dependable transportation as travel between school sites in Los Angeles will be required

Preferred Qualifications:

- Proficiency communicating in Spanish or Korean a plus
- Master's degree or equivalent experience preferred

HEAD OF INSTRUCTION AND LEARNING

The Head of Instruction and Learning is a pivotal leadership role at Citizens of the World Charter Schools Los Angeles, shepherding the organization's academic vision and success. This position is responsible for shaping and implementing the educational strategy that brings our mission to life in classrooms across our network. The Head of Instruction and Learning plays a critical role in ensuring that all students receive a high-quality, equitable education that prepares them for future success. As a key member of the executive team, the Head of Instruction and Learning is the lead organizer, who along with their team, runs all aspects of curriculum, instruction, assessment, and professional development, while also fostering a culture of innovation and continuous improvement. This role is essential in translating our organizational values into tangible academic outcomes,, and empowering both educators and students to reach their full potential. The Head of Instruction and Learning's leadership directly impacts the educational experience of every student in our schools, making this position crucial to fulfilling our commitment to excellence, equity, and community engagement in education.

Key Responsibilities:

Academic Vision and Strategy

- Develop and implement a comprehensive academic strategy aligned with the organization's mission and values
- Set ambitious yet achievable academic goals for the charter network
- Continuously evaluate and refine academic programs to ensure high-quality education

Curriculum and Instruction

- Oversee the development, implementation, and evaluation of curriculum across all grade levels
- Ensure alignment of curriculum with state standards and charter requirements
- Lead the selection and implementation of instructional materials and resources

Professional Development

- Design and implement a robust professional development program for teachers and instructional staff
- Provide mentorship and coaching to school leaders on instructional leadership

- Stay current with educational research and best practices, disseminating knowledge throughout the organization

Data and Assessment

- Establish a comprehensive assessment system to monitor student achievement and growth
- Analyze academic data to identify trends, areas for improvement, and best practices
- Use data to inform decision-making and drive continuous improvement in academic programs

School Support and Accountability

- Provide support and guidance to school principals in implementing academic initiatives
- Conduct regular school visits to observe instruction and provide feedback
- Ensure schools meet academic performance targets and charter requirements

Stakeholder Engagement

- Collaborate with the leadership team to align academic strategy with overall organizational goals
- Engage with families, community partners, and other stakeholders to support student achievement
- Represent the organization in academic matters to the board, authorizers, and external partners

Innovation and Research

- Lead research efforts to identify and implement innovative educational practices
- Foster a culture of innovation and continuous improvement in teaching and learning
- Pilot and evaluate new academic programs and initiatives

Team Management and Development

- Build, lead, and mentor a high-performing Instructional Team, including curriculum specialists, content-leads, instructional coaches, and data analysts
- Establish clear roles, responsibilities, and performance expectations for team members, aligned with organizational goals and equity principles
- Foster a collaborative, inclusive team culture that encourages innovation, continuous learning, and professional growth
- Conduct regular performance evaluations and provide constructive feedback to drive individual and team improvement
- Identify and develop internal talent for leadership roles, with a focus on promoting diversity in leadership positions

Required Qualifications:

- Bachelor's degree (or equivalent experience) required
- Demonstrated cultural competency and understanding of urban school environments; ability to link the impact of student diversity initiatives to student outcomes
- Strong people management skills, including coaching, capacity building, and facilitating professional development for adult learners
- Leadership experience with change management in a dynamic, growing organization
- Exceptional project management skills with strong attention to detail and the ability to efficiently and simultaneously manage multiple projects to completion
- Demonstrated ability to motivate, inspire, and build strong working and coaching relationships with a variety of stakeholders
- Exceptional critical thinking and analytical skills, including the ability to utilize quantitative and qualitative analysis to support decision-making
- Strong computer and technology skills; proficiency in Microsoft Word and Excel, familiarity with Google Docs, and interest in and ability to learn new platforms
- Comfort with ambiguity and working in a fast-paced, entrepreneurial environment

- Demonstrated initiative, leadership, and tenacity
- A demonstrated passion for improving K-12 public education
- Valid driver's license and dependable transportation as travel between school sites in Los Angeles will be required

Preferred Qualifications:

- Proficiency communicating in Spanish or Korean a plus
- Master's degree or equivalent experience preferred

HEAD OF OPERATIONS AND FINANCE

The Head of Operations and Finance leads Operations, Human Resources & Talent, Data & Strategy, Facilities Management, and Finance and serves as a senior member of the organization's leadership team. This new position is responsible for developing and implementing systems to support efficient operations. The Head of Operations and Finance also manages the relationship with CWC LA's authorizer, LAUSD, and ensures that the organization is in compliance with its charter and local, state and federal laws and regulations. The Head of Operations and Finance will help shape the strategy and vision of the organization in collaboration with Principals, instructional staff, school site operations teams, the Board of Directors, our national partners, and others, and will report to the Executive Director and oversee a team of 11 Regional Support Office (RSO) team members, which is expected to grow over time.

Key Responsibilities:

Strategic Leadership

- Serve as a valued leader and thought partner to the leadership team and key stakeholders to enable growth and sustainability
- Serve on CWC LA Executive Team, along with Executive Director, Head of Schools, Head of Curriculum and Learning, and Head of Diversity, Equity, Inclusion & Belonging (DEIB).
- Develop, evaluate and implement strategic goals and growth plans
- Lead new school implementation plan
- Lead annual strategic planning process, in collaboration with the Executive Director
- Develop progress monitoring systems for key strategic initiatives, in collaboration with the Executive Director
- Report to Board of Directors on key priorities

Team Leadership

- Lead a best-in-class operations team while embodying the CWC LA core values
- Collaborate with the leadership team to cultivate a strong culture that embodies CWC LA's core values
- Hire, develop, evaluate, and retain a high-performing and diverse regional operations team that values and prioritizes the needs of schools and students
- Work collaboratively with Head of DEIB, Head of Schools, and Head of Curriculum and Learning to implement cross-functional initiatives

Operations Management and Human Resources

- Lead operations, data & strategy, and talent/HR teams
- Establish and communicate the operations vision to the organization and team members
- Build strong, supportive, feedback-based relationships with schools
- Ensure teams deliver excellent service to our schools and consistently focus on improving operational performance
- Lead process improvement initiatives and implement systems that drive scalable, cost-effective and efficient operations in our schools and Regional Support Office
- Manage LAUSD Charter Schools Division relationship, including LAUSD oversight
- Operations focus areas include procurement; vendor management risk management, legal and insurance; technology; LAUSD oversight; compliance to all applicable laws; COVID-19 safety protocols; etc.

- Lead data strategy team, overseeing CALPADS reporting, SIS management, strategic data analysis, and more.
- Develop operations and talent progress monitoring mechanisms, such as dashboards and trackers.
- Lead talent team, focused on hiring, promotion and retention practices aligned to the CWC LA DEI priorities of developing a diverse and high-performing team; compensation and benefits strategies; evaluation and performance management; etc.

Facilities

- Lead application to LAUSD facilities annually through Prop 39 program
- Serve as liaison to LAUSD for the Prop 39 programs
- Coordinate with Executive Director regarding new facilities acquisition
- Oversee management of existing facilities, including janitorial services; utilities management; vendor repairs; short- and long-term maintenance; etc.

Financial Management

- Lead budgeting, forecasting, long-range planning, analysis and data-driven decision making
- Support leaders in achieving budget goals by providing capacity-building support and guidance in developing sound budgets and allocating resources to improve student learning
- Communicate timely and accurate financial information to the Board of Directors
- Provide oversight of the back-office provider to ensure accuracy and timeliness of financial information and reports

Required Qualifications:

- Bachelor's degree; master's degree or equivalent experience preferred
- Ten plus years of experience, with at least five years in a senior leadership role
- Demonstrated ability to lead, motivate, and develop high-performing and diverse operations teams
- A track record of successfully leading process improvement initiatives and implementing systems within a growing organization
- Experience in charter schools and/or operations a plus
- Outstanding data, analysis and project management skills
- Exceptional listening, trust-building and interpersonal skills with ability to influence, engage, and build relationships with a wide range of stakeholders
- Experience working in a fast-paced, entrepreneurial environment, in the nonprofit or social enterprise sectors
- Alignment with the organization's mission and core values

Preferred Qualifications:

- Proficiency communicating in Spanish or Korean a plus
- Master's degree or equivalent experience preferred

HEAD OF DIVERSITY, EQUITY, INCLUSION, AND BELONGING

This role serves as a guiding leader of DEI, anti-racist and justice centered practices for leaders across the organization, lead action-oriented trainings, work cross-functionally and bring expertise and innovative solutions to the CWC LA context. The Chief DEI Officer is a critical position that will work across the entire organization, including our Regional Support Office (RSO) team, all school administrators, teachers and other school-site staff, and the CWC LA Board of Directors. The incoming leader for this role will build a culture of trust, is highly collaborative, values the contributions of others and will have a deep belief that building diverse teams and an inclusive school climate requires the commitment of everyone.

Key Responsibilities:

Leadership and Strategic Planning

- Lead the ongoing development and execution of CWC LA's DEI strategic plan, in

- collaboration with stakeholders across the organization.
- Implement policies, procedures and organizational actions to help meet the goals and objectives of the strategic plan.
- Engage working groups across the organization, including the regional DEI Leaders Council and a leadership group focused on DEI at the RSO.
- Own and manage a budget focused on DEI priorities across the region.
- Stay abreast of advances in the field through networking, research and benchmarking.

Professional Development and Facilitation

- Design and deliver DEI learning opportunities for staff and families, including professional development, workshops, training modules, on-boarding content, toolkits, etc. Ensure full staff participation and differentiation of experiences.
- Lead DEI professional development experiences for the CWC LA leadership team and Regional Support Office team.
- Develop affinity space programs for staff and families, and develop capacity of CWC LA affinity space facilitators.
- Promote culturally-responsive professional development for school based staff to ensure learning environments foster academic achievement of all students.
- Develop a team of facilitators who can lead DEI-related conversations across the region.
- Develop, collect, and disseminate resources and activities to support the development of inclusive mindsets, behaviors, and practices across the organization.

Consultation and Support

- Develop strong feedback mechanisms around DEI-related topics from staff, students and families that can be incorporated into future planning and initiatives.
- Collaborate and serve as a subject matter expert for departments to ensure all of our services, systems, policies, processes, and supports reflect our DEI commitment and improve equity across the region.
- Ensure integrated outcomes and broad ownership of equity and inclusion goals through cross-functional partnerships.
- Build capacity for leaders across the CWC LA region to facilitate equity-related conversations, as the need arises, and provide coaching support to individuals, managers and groups regarding interactions across lines of difference and potential conflicts.
- Support and advise managers on how to work with their teams with an inclusive approach.

Communication and Advocacy

- Develop and implement communication strategies to support DEI awareness and engagement among staff, students and families.
- Work with the communications team to ensure DEI perspectives are advanced through social media, newsletters and other outlets.
- Work closely with CWC LA Board of Directors and present CWC LA's DEI work at board meetings.
- Serve as a positive change agent of CWC LA's DEI commitment statement and vision, and CWC LA's core values.
- Work with external partners and consultants, as needed, to ensure the goals of the CWC LA DEI strategic plan are achieved.

Partnerships and Progress Monitoring

- Support CWC LA's DEI Fund, a major multi-year fundraising effort to bolster resources invested in our DEI work.
- Partner with the Executive Director to identify and raise multi-year gifts to ensure financially sustainable programs, positions, resources and tools needed to advance CWC LA's DEI strategic vision.
- Develop data-driven processes and systems to evaluate progress and measure the

impact of diversity, equity, and inclusion efforts, including how to report on successes and stories to the broader CWC LA community.

- Conduct research on best practices regarding approaches to track DEI success measures.
- Work cross-functionally across the RSO to ensure that every department develops and advances work with a mindset geared toward equity.
- Partner with our national network and RSO departments to collect, review, analyze and report on data, including data from annual surveys, academic performance, staff retention and much more.

Required Qualifications:

- Bachelor's degree
- 10+ years of experience in diversity, equity and inclusion related roles and at least 4+ years in a senior management position.
- Track record of identifying, facilitating and implementing best practices related to DEI.
- Demonstrated success leading workshops, professional development sessions and discussions related to DEI.
- Proven success in managing multiple complex projects simultaneously and projects involving cross-functional teams.
- Experience in strategic planning development, execution and progress monitoring.
- Strong relationship builder with an ability to work across lines of difference and an understanding of the unique value of working with diverse teams.
- Outstanding collaboration and communication (oral and written) skills.
- Skill with difficult conversations around issues of equity.
- A spirit of entrepreneurship and innovation and creative problem solving.

Preferred Qualifications:

- **Master's degree or equivalent experience preferred**
- Experience working in a school district, non-profit or government agency is a plus.
- School-based experience is a plus.
- Proficiency in Spanish, Korean, or other languages is a plus.

PRINCIPAL

Key Responsibilities:

Academics and Instruction

Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.

- Provides instructional leadership, coaching, and support to teachers working with diverse students.
- Ensures the use of a wide array of assessments that, together, reflect CWC Los Angeles's educational philosophy and prepare students to excel on standardized measures.
- Uses multiple sources of data to develop a plan for improving student achievement.

Culture

Defines and builds a transformative Charter School culture consistent with CWC LA's principles, manages student discipline, and promotes social-emotional learning and assessment as part of the Charter School's culture.

Staff

Recruits, hires, manages and develops the Charter School's leadership, instructional team, operational, and support staff.

- Builds a culture of relentless self-improvement and adaptive leadership among the entire Charter School.
- Recruits and hires mission-aligned, qualified instructional and operational staff.

- Manages the staff performance review and compensation review processes.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures ongoing design and implementation of staff professional development

Community

- Establishes and maintains strong relationships with the other Principals, Assistant Principals, teachers, students, parents, community members, and the staff of CWC Los Angeles.
- Ensures that all members of the Charter School community are engaged and valued.
- Communicates the Charter School's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversees the development and implementation of varied forms of communication with families.
- Maintains positive relationships with LAUSD, CDE, and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC Los Angeles's best practices.

Operations, Finances, and Compliance

- Ensures compliant, effective, and efficient Charter School-based operations that support an academically high-performing school environment.
- Manages and supports Charter School operations staff.
- Reports on activities, organizational development progress, and student achievement to various entities.
- Works with the Executive Director to draft and monitor the Charter School's budget and ensure that daily financial and business activities comply with the Charter School's fiscal policies.
- Ensures alignment and/or progress toward alignment with organizational goals for diversity.

Required Qualifications:

- A bachelor's degree
- A California teaching credential
- Minimum of three years of teaching experience
- Leadership skills
- A comprehensive educational vision that is consistent with the mission of the Charter School
- Skill in hiring and supervising excellent teachers and staff
- A familiarity with charter schools and the target population
- Technological facility
- Management experience

Preferred Qualifications:

- Master's or Doctorate
- Administrative credentials
- Fluency in a second language (ideally Spanish or Korean)

ASSISTANT PRINCIPAL

Key Responsibilities:

Academics and Instruction

- Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.
- Manages some non-instructional staff that may include office manager, office assistant,

- and other operations personnel
- May manage the Charter School's Teaching Associates and provide for them instructional leadership to help guide them in their work
- May oversee and implement compliant student support services, including but not limited to Special Education, English Language Instruction programs, and other at-risk services in the Charter School
- Works closely with the Co-Principals and leadership team to recruit, select, and on-board staff for the Charter School
- Ensures the use of a wide array of assessments that, together, reflect the educational philosophy of Citizens of the World Silver Lake that also prepare students to excel on standardized measures
- Uses multiple sources of data to develop a plan for the ongoing improvement of student achievement
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders

Culture

- Defines and builds a transformative Charter School culture consistent with Citizens of the World Silver Lake's principles.
- May manage student discipline as a designee of one of the Principals.
- Promotes social-emotional learning and assessment as part of the Charter School's culture.

Staff

- Helps recruit, hire, manage, and develop the Charter School's leadership, instructional team, and operational and support staff.
- Builds a culture of relentless self-improvement and adaptive leadership among the entire Charter School.
- Helps recruit and hire mission-aligned, qualified instructional and operational staff.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures ongoing design and implementation of staff professional development.

Community

- Establishes and maintains strong relationships with Principals, the other Assistant Principal, teachers, students, parents, community members, and the staff of CWC Los Angeles.
- Ensures that all members of the Charter School community are engaged and valued.
- Communicates the Charter School's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Maintains positive relationships with Los Angeles Unified School District (LAUSD) and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC Los Angeles's best practices.

Required Qualifications:

- A bachelor's degree
- A California teaching credential
- Minimum of three years of teaching experience
- Leadership skills
- A familiarity with charter schools and the target population
- Technological facility

Preferred Qualifications:

- Master's or Doctorate
- Administrative credentials

SCHOOL OPERATIONS MANAGER

Key Responsibilities:

Office & Staff Management

- Ensures high-quality customer service to our students, families and teachers
- Oversees select Charter School operational systems, such as student meal services (ordering, serving, tracking, billing), student enrollment and attendance reporting, supplies procurement, facility maintenance/contract management, budget and reimbursement management, event-based activities (i.e., field trips, conference days), etc.
- Ensures data tracking on student information (Student Information System, lunch reporting, attendance)
- Manages and builds relationships with technicians, vendors, staff, etc.
- Serves as Co-Principal's thought partner for trouble shooting and implementing solutions to problems as they arise.

Policies, Procedures & Reporting

- Liaises with CWC LA team to implement new policies and procedures at the Charter School level
- Project manages short- and long-term projects/initiatives
- Implements effective operational and communication-related policies/procedures
- Helps design policies for the Charter School

Communication & Outreach

- Creates a welcoming and responsive environment in the office, including answering phone calls, responding to electronic communication, maintaining files, and greeting students, staff, and visitors.
- Prepares correspondence, reports, bulletins, files, forms and memorandums
- Works extensively with Co-Principals and the CWC LA Regional Support Office team on Charter School lottery and enrollment, including applications from prospective students, enrollment forms and registration

Finance & Procurement

- Help manages annual Charter School operations budget, including teacher and field trip budgets
- Conducts accounts payable and receivable
- Orders and purchases supplies and vendor management

Required Qualifications:

- Bachelor's degree or equivalent experience required
- Minimum of 2 years' relevant work experience
- Ability to build relationships with school administration, CWC LA school operation teams, and other key stakeholders with a focus on collaboration
- Strong analytical, critical thinking and creative problem solving skills
- Maintain outstanding attention to detail and willingness to get the job done
- Communicate and interact effectively with multiple stakeholders (written and verbal)
- Strong commitment to customer service
- Exhibit strong organizational, planning/project management and implementation skills
- Ability to work independently and with a team
- Adaptability and flexibility
- Experience working in a fast-paced environment
- Exercise discretion in the dissemination of information - student, family and staff.
- Travel, as needed, for professional development opportunities
- Understanding of computer software programs including Microsoft Office (Word, Excel,

PowerPoint) and willingness to learn new software programs

Preferred Qualifications:

- Prior experience within a school setting and/or working with students
- Fluency in writing and speaking Spanish and/or Korean (preferred)

ASSISTANT PRINCIPAL OF INCLUSIVE EDUCATION

Key Responsibilities:

- Managing and implementing a comprehensive school-wide Special Education program and monitoring and documenting student progress;
- Monitoring and implementing School's compliance with student Individual Education Plans
- (IEP), maintaining active and up to date records, and supporting RSPs and SLPs in leading the convening of IEP meetings and ensuring their successful execution;
- Leading professional development with teachers, school leaders, and other instructional personnel, to aid in the development of robust, appropriate, educational programming and building expertise around MTSS and differentiation to support diverse learners.
- Conducting classroom observations and teacher debriefs and mentoring meetings that use data to tailor instruction to meet individual student academic and social needs with a goal of every student making measurable educational progress in all subject areas;
- Supporting the convening and successful execution of the MTSS and Student Support (Success) Teams through clear agendas, goals, and documentation of each meeting;
- Ensuring all students are supported behaviorally through proactive coaching and tiered supports
- including quality BID and BII services (includes execution of some BID services and conducting occasional FBAs);
- Serving as the school-based lead for legal and compliance-based projects and requests, including Child Find;
- Ensuring successful execution of all service minutes by both CWC employees and independent contractor service providers;
- Cultivating and maintaining a relationship with the Charter Operated Programs office at LAUSD;
- Cultivating and maintaining a relationship with the CWC Director of Compliance, Special Populations and Senior and Director of Special Populations;
- Supervising and conducting ongoing formal (i.e. Woodcock Johnson IV Tests of Achievement WCJ
- IV)) and informal (i.e. core phonics) assessment of student progress and achievement using a variety of means to collect and report on academic data
- Participating in professional development activities, both internal (led by the principal, lead
- teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.)
- Participation as an active member of the school community and adherence to its mission, core values and guiding principles
- Serving as active member of school leadership team and crisis response team
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community
- Other duties as necessary

Required Qualifications:

- A Bachelor's degree
- A valid California Education Specialist credential
- EL Authorization: CLAD or BCLAD

- Minimum of five years experience teaching with at least two years of coaching and supervision experience highly preferred
- Experience working in a socio-economic, racial and culturally diverse classroom setting. Knowledge of and experience with Welligent and other Special Education related computer programs to document services, notes, write IEP's and run all necessary reports.
- Knowledge of all compliance-oriented Special Education timelines, procedures, and processes (generally and within LAUSD)
- Deep knowledge of exemplary teaching and a proven track record of impacting diverse learners academic success
- Expertise in effective and innovative programming and services for students with disabilities including systems and models, curriculum, assessment, and instructional strategies
- Experience supervising and coaching teachers and other special education providers
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change
- PPS, Administration credential, or equivalent experience

Preferred Qualifications:

- Fluency in a second language (ideally Spanish or Korean)

DIRECTOR OF SEL

Key Responsibilities:

- The Director of Social Emotional Learning and School Culture's job responsibilities include:
- Planning and implementing positive sports, fitness and play-based programming during recess and in school;
- Creating a safe and inclusive playground and being a significant "lead" presence on the playground by organizing and playing large games with 20+ students while modeling positive behavior. This includes structuring and supervising the larger recess yard and providing various "play stations" to give options to students of all interests and abilities. This also requires designating different areas of the playground for different games and assigning stations/areas to the Teaching Associates out on the yard at the same time;
- Implementing a student government and other leadership opportunities (campuses with older grade levels);
- Being a leader within assemblies and being a spokesperson to spotlight and reinforce aspects of being positive at school;
- Creating a strong classroom culture that is developed through CWC's social emotional learning focus, and contributes to the broader school community;
- Hiring and directly managing the school's School Support Associates, inclusive of classroom observations, regular check-ins, coaching, and annual evaluations;
- Participating in professional development activities, both internal (led by the principal, Lead Teachers, and visiting experts) and external;
- Facilitating school-wide professional development, in partnership with the school leadership team;
- Participating as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles;
- Supporting students to manage interpersonal conflict;
- Liaising with parents to support the social-emotional needs of all students;
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community;
- Other duties as assigned

Required Qualifications:

- A Bachelor's Degree (or comparable professional experience)
- A minimum of two years of experience working with elementary and middle school aged children
- Passion for social emotional learning
- An ability to effectively supervise both small and large groups of children
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring environment where teaching time always includes community building, conflict resolution skill-building, and empowering students to be peacemakers and agents for positive social change
- Strong interpersonal communication skills, both oral and written

Preferred Qualifications:

- Fluency in a second language (ideally Spanish or Korean)

TEACHER

Key Responsibilities:

- Develops lessons and units of study that incorporate the multiple intelligences while running a workshop based classroom
- Engages in ongoing assessment of student progress using a variety of means, maintaining accurate records, and using assessment data to tailor instruction to individual student needs to increase student performance
- Participates in extensive professional development activities, both internal (led by the Co-Principals, lead teachers and visiting lecturers) and external (visiting similar schools, attending conferences, etc.)
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders
- Participates as an active member of the staff to provide stewardship of the Charter School and adherence to its mission and guiding principles

Required Qualifications:

- A Bachelor's degree
- A valid California teaching credential
- EL Authorization: CLAD or BCLAD
- Minimum of two years experience teaching in relevant grades
- Experience working in a socio-economic, racial and culturally diverse classroom setting
- Ability to effectively manage and instruct both small and large groups of students
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change

Preferred Qualifications:

- Fluency in a second language (ideally Spanish or Korean)

STUDENT SUPPORT ASSOCIATE

Key Responsibilities:

Classroom Support

- Assist the Lead Teacher in the ongoing student progress and achievement assessment by collecting and reporting on academic data using various means.
- Assist the Lead Teacher in using data to tailor instruction to meet individual students' academic and social needs.
- Support and create a strong classroom culture developed through CWC' social-emotional learning focus and contribute to the broader school community.
- Support social-emotional learning in the classrooms and the yard
- Assist Lead Teacher with intervention support for struggling learners and English

Language Learners.

Outdoor Play Support

- Support the creation of a strong play culture developed through CWC's social-emotional learning focus and contribute to the broader school community.
- Provide an atmosphere and environment conducive to students' intellectual, physical, social, and emotional development.
- Establish and enforce rules of conduct; supervise students on the playground, athletic fields, and recess/lunch areas.
- Collaborate with other Student Support Associates to plan physical activities that engage students in play.
- Demonstrate skills being taught; assist students in performing skills.
- Teach safety rules for each activity in the playground, athletic fields, and recess/lunch areas.
- Create and maintain a safe environment for students during lunch and recess.
- Support in creating and enforcing safe bathrooms while students play outdoors.
- Assist with the assessments of fitness levels; perform fitness testing once a year with 5th-grade students.
- Assist in creating and holding social-emotional learning lessons during outdoor play with groups of students that help facilitate student growth.

Individualized Student Support (RSP and Behavioral Intervention)

- Support with instruction to individuals or small groups of students with special needs as assigned.
- Assist students in prescribed learning activities.
- Assist students with behavioral challenges in and out of the classroom.
- Monitor student behavior and utilize approved behavior management techniques to redirect and modify inappropriate behaviors
- Implement documented therapy plans for Behavior Intervention treatment.
- Monitor, observe, and report students' behavioral data according to approved procedures.
- Assist enrichment teachers, adapt activities to students with special needs, and develop appropriate modifications for I.E.P. and 504 plans.
- May provide adaptive support with eating and toileting.

School Culture Support and Collaboration

- Support in creating and maintaining a strong school culture (i.e., classroom and outdoor play) developed through CWC's social-emotional learning focus and contributed to the broader school community.
- Collaborate with other Student Support Associates to assist with school-wide community events.
- Communicate and engage with students' families, colleagues, and other school stakeholders, as coordinated and led by a school administrator.
- Participate as an active community member to provide stewardship of the school and adherence to its mission and guiding principles.
- Maintain a high level of professionalism, exhibited by meeting deadlines and commitments to self, students, and the community.
- Facilitate conflict resolution strategies with students when conflicts arise.
- Participate in professional development activities, both internal (led by the School Leadership Team and visiting experts) and external (visiting other schools, attending conferences, sharing best practices with others in the charter school community, etc.).
- Other duties, as assigned by the School Leadership Team.

Required Qualifications:

- **High School Diploma / GED certificate**
- Some experience working in a relevant TK-8 grade school setting or other high-quality

educational setting.

- Experience or willingness to work in a socio-economically, racially, and culturally diverse classroom setting.

OFFICE ASSOCIATE

Key Responsibilities:

- Welcome visitors and ensure they are aware of and follow school visitor policies
- Manage and maintain positive relationships with families
- Build relationships with school administration, CWC LA school operation teams, and other key stakeholders with a focus on collaboration
- Provide comprehensive reception duties for the school site, including managing the office phone line, managing staff and visitor requests, accepting and distributing mail, and maintaining visitor and volunteer logs
- Be the initial point of contact for families and students seeking office support
- Assist students who arrive late and students who require early release
- Attend to sick and injured students, administer medication and ensure all medical incidents are properly documented
- Assist with maintaining student data, including tardy logs, early release logs, physical student records, immunizations, and emergency cards, etc.
- Support with procurement processes, processing invoices, and accepting packages
- Support with overall operational process: technology inventory, facility maintenance, and meal service (point-of-sale, food orders, maintaining meal service documentation)
- Supports daily attendance procedures and assists with monthly attendance reporting
- Support in maintaining a clean, orderly, and well-run front office space
- Assist in the creation of office copies and informational materials as needed
- Ensure copy machines, printers and scanners are functional and place order for toner, staples and other supplies for zero downtime; contact copier technician for copy breakdown issues
- Support student recruitment and enrollment efforts before and after the lottery (including communication and follow up with families, enrollment packet and documentation collection, etc.)
- Assist with drop-off and/or pick-up duties and procedures
- Assist in the preparation of the school's end-of-year annual audits, and oversight by collecting and reviewing documentation
- Assist in the preparation of the school's site visits from local county offices of education
- Additional duties, as assigned

Required Qualifications:

- High school diploma
- Minimum of 1-2 years of administrative work experience.
- Understanding of computer software programs including Microsoft Office (Word, Excel, PowerPoint), Google Suite and willing to learn new software programs

Preferred Qualifications:

- Associate's or Bachelor's degree
- Prior experience within a school setting and/or working with students
- Fluency in a second language (ideally Spanish or Korean)

DATA COORDINATOR

Key Responsibilities:

Student Information System

- Ensure data systems and platforms are maintained with accuracy and integrity.
- Serve as the expert in the student information system, student information and enrollment, attendance, scheduling, grade book, report card, discipline, English

- proficiency, programs, and reporting features.
- Roll out new system features as appropriate.
- Respond and resolve RSO data requests to ensure other systems dependent on the student information system are up-to-date. Systems include, but is not limited to: MiSiS, CALPADS, TOMS, and Welligent.
- Routinely audit student information to ensure data integrity.
- Collaborate with other school staff to update and/or confirm data required for local and state reporting (English Learner Coordinator designee, Director of Special Education, administrators).

Training and Professional Development

- Work closely with the RSO's Data and Compliance team to create and develop a
- community of student information system users.
- Train and support school staff members on the use of the student information system.
- Host report card workshops every trimester to assist teachers in creating, maintaining, and publishing grades in grade books.
- Host student information system Parent Portal workshops twice per year to inform parents of the platform and assist parents with the creation of accounts.
- Conduct in-person and webinar training for the student information system and its communication system, and Parent Portal for teachers, school operations staff, administrators, and parents.

Safety and School Compliance

- Ensure that schools, students, staff, and visitors are safe at all times and that the school is always compliant with applicable federal, state and local laws, regulations and policies.
- Implement policy, basic safety, and nutrition policies and plans.
- Collaborate with school administrators or other regional support office teams to ensure safety and school compliance impacted by LAUSD oversight and annual audits.

Required Qualifications:

- High school diploma required
- At minimum, 1 year of experience working in organizational operations and/or charter schools

Preferred Qualifications:

- Bachelor's degree

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to

employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5.

The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

7.1 AND 7.2: ACHIEVING RACIAL, ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS BALANCE

A student population that reflects the demographics of LAUSD– and the remarkably diverse neighborhood we intend to serve – is integral to our mission. All CWC LA schools are committed to making diligent efforts to recruit students from a broad array of racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

As shared above, the demographics of CWC Silver Lake largely reflect the demographics of the neighborhoods being served by LAUSD. CWC Silver Lake will maintain an accurate accounting of ethnic and racial balance of students enrolled in the Charter School and the Charter School’s efforts to achieve racial and ethnic balance.

OUTREACH PLAN: MEANS OF RECRUITING A DIVERSE STUDENT BODY TO CWC Silver Lake

CWC Silver Lake builds upon the successful model of community partnerships and outreach that the school has developed in its initial term, when the Charter School successfully targeted and enrolled a student population that reflects the community at large. In addition, CWC Silver Lake provides an admission preference for students who qualify for free or reduced price lunch, enabling the Charter School to ensure a balance of student socioeconomic status.

However, we must still be intentional and proactive in our outreach so that our Charter

School closely approximates the demographic of the local community. We will build on the organization's history in the Silver Lake community, which has consisted of working with leaders of local community organizations, preschool programs, religious organizations and neighborhood leaders who are committed to assisting us promote our school to area families, particularly those who are traditionally most in need.

Our website is a valuable source of information and outreach for our school. Activities will include, for example, participating in community events. Our staff and volunteers will continue to participate in the following key activities:

- A. Meet with the leadership of local preschools, day care centers, businesses, service and community organizations in order to:
 1. Inform leaders and their constituents/clients/acquaintances of the school's mission, programs, services;
 2. Hear and address the needs, questions and concerns of all community members;
 3. Foster an ongoing mutually beneficial relationship with other organizations that are serving the community.
- B. Hold informational/orientation sessions for parents and community members at local preschools, religious centers, community centers, parks, libraries and more to reach out to families of young children and inform them about CWC Silver Lake's mission and operations.
- C. Ensure placement of CWC Silver Lake informational brochures and promotional fliers about school/community events in local preschools, religious facilities, libraries, businesses, and community organizations.
- D. Form mutually-beneficial partnerships with organizations in our area to offer referrals and services to the children and families we serve.

CWC Silver Lake will work diligently to ensure that staff conduct these efforts with appropriate language fluency for the target audience at each event/location. We have already been conducting outreach in two languages (Spanish, English) and will continue to evaluate additional translation needs.

In addition to utilizing the existing structures of organizations that serve the community, school staff and volunteers will publicize the Charter School to potential parents using the following means:

- **INTERNET** Our website will serve as a central hub for Charter School information. We will use Search Engine Optimization, search engine Marketing, email drip campaigns, and other virtual communities that will be contacted and/or created.
- **BRANDING** The Charter School logo will be used to identify the Charter School and will use its reasonable best efforts to ensure that the logo is prominently displayed on all materials distributed in conjunction with the Charter School
- **COMMUNITY EVENTS/FAIRS/FESTIVALS:** local events including fairs, festivals, farmers markets, and other local events
- **MULTILINGUAL PARK INFORMATION SESSIONS:** throughout the coming months, and prior to the lottery each spring, Charter School representatives will hold multilingual events at local parks and/or playgrounds. Charter School representatives will advertise these events via various avenues prior to each event, and then create a celebration-like atmosphere with food, decorations to draw attention, organized activities for kids, and more. Charter School representatives will speak with potential parents about the Charter School, and will hand out Charter School brochures/registration information
- **MEET AND GREET/TOWN HALL MEETINGS:** we intend to have larger events to have a dialogue with interested parents, and expand to larger meetings as our outreach engages with more and more of the community. We view these meetings as crucial forums for parents to ask questions of, and offer guidance to,

staff and board members

Our staff are active members of the communities we serve, and actively seek and engage the community for new organizations and businesses with which to form relationships, and serve as the lead in conducting outreach with new contacts and forming new partnerships. Our Co-Principals, with the support of the CWC LA regional support team, hold primary responsibility for planning orientation and outreach meetings and events with prospective families.

GEOGRAPHIC AREA TARGETED

Please see the geographic areas targeted in Element 1.3.

OUTREACH LANGUAGES

Outreach will be conducted primarily in English, Spanish and Korean, though we will continue to assess the need to provide outreach in additional languages. As noted previously, our target community is remarkably diverse and includes a multitude of nationalities.

ACHIEVING RACIAL AND ETHNIC BALANCE

As noted throughout this document, our mission is based on a concept of creating a truly diverse Charter School that reflects the neighborhood it serves, and the broader demographics of Los Angeles. As detailed extensively in Element 1, our target community is one of the most diverse areas of this city. As “Citizens of the World” we seek to embrace this diversity in our student enrollment and ensure a multicultural environment rich with unique experiences for our students to learn from one another. CWC Silver Lake will continuously monitor our progress toward achieving diversity, including a racial and ethnic balance, over the course of the charter term.

A sample of the activities CWC Silver Lake intends to conduct in the target area is detailed in below:

General Timeline	Activity
Every month, beginning in October	Continue outreach and information sessions held on campus with prospective parents to explain the vision and mission of CWC Silver Lake.
November and April	CWC Silver Lake staff and parent volunteers distribute fliers to local organizations, daycare centers, preschools, and other community centers in the targeted geography area.
Every month, beginning in September	School tours are provided on a frequent basis to prospective families who are interested in learning more about CWC Silver Lake.
Every month, beginning in September	CWC Silver Lake sends fliers to other CWC Los Angeles schools to distribute to their parents to share with their network/community.
November through June	Presentations to community day care, preschool, and Head Start locations in the targeted geography for prospective parents.

September through July (weekly)	Outreach efforts via canvassing and door-knocking in the local geographic community.
November and April	CWC Silver Lake staff and volunteers conduct outreach to community newspapers (circulated and online) and popular blogs.
Every month, beginning in October	Hold information sessions and other formal/informal virtual and in-person gatherings with prospective parents. To the extent feasible, hold these meetings at the CWC Silver Lake site.

To cultivate a student population that truly reflects the diversity of Los Angeles and our neighborhood, including English Learners, Redesignated Fluent English Proficient (RFEP), and students with special needs, CWC LA will implement targeted strategies designed to engage these communities. CWC LA will ensure that all communications, including enrollment materials and school information, are translated into appropriate languages to reach non-English-speaking families effectively. The school will actively promote its inclusive programs and support systems, highlighting the comprehensive resources available for students of all backgrounds, including those with special needs and varying abilities. As a dedicated community partner, CWC LA is committed to not only attracting but also retaining a diverse pool of educators whose experiences and backgrounds mirror the rich diversity found within LAUSD. This approach will help foster a school environment that is inclusive, equitable, and representative of the broader community it serves.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

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, including immigration status, 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, Section 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

8.1: POLICIES AND PROCEDURES FOR ADMISSION AND/OR ENROLLMENT

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the 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.

The Charter School shall require students who wish to attend the Charter School to complete a lottery interest form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of Minimum Age Requirements
6. Proof of Guardianship

8.2: STUDENT RECRUITMENT

CWC Silver Lake will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the Charter School's educational philosophy and instructional practices. As detailed in Element 7, our Outreach Plan

includes targeted efforts to recruit all types of students, including those who are at risk of low achievement, students with individualized educational plans, and economically disadvantaged students. Our child-centered approach to education will be particularly impactful for these children.

Furthermore, our management structure is intentionally designed to ensure that our Co-Principals are free to devote themselves entirely to the education of a diverse student body, including students who require additional support to ensure they are able to succeed in and outside of the classroom.

8.3 AND 8.4: LOTTERY PREFERENCES AND PROCEDURES

PREFERENCES IN ADMISSION

Applications will be accepted during a publicly advertised open enrollment period each year from October through February or March unless notice is publicly provided to the community with a different timeline for enrollment in the following school year.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences shall be applied by grouping students who completed lottery interest forms into grade levels and preference categories in the following order:

1. Students residing with the Los Angeles Unified School District.
2. Siblings of students currently enrolled in the school. Siblings are defined as any two students who share a legal parent/guardian. (Legal documentation may be required.)
3. Children of the Founding Parents of CWC Silver Lake, consistent with LAUSD's Founding Parent/Founders Preference policy, and not to exceed 10% of the school's enrollment.
4. Students who qualify for free or reduced price lunch.²⁴
5. Children of CWC Silver Lake employees (excluding those in contract/temporary/substitute positions) and CWC LA Board of Directors members, not to exceed 10% of the total students admitted each year at CWC Silver Lake.

LOTTERY TIMELINES

The Charter School will designate an application window and deadline for consideration for the public random drawing in February, unless notice is publicly provided to the community regarding a different time frame. If at the end of the open application window at the end of February, there are more applicants than capacity at any grade level, attendance, except for existing pupils, will be determined by public random drawing ("lottery").

Following the lottery, parents of students who are offered spots will be notified by phone call, via digital platform (currently, Schoolmint), text and/or email by either a member of the enrollment team who manages the lottery system, or by member(s) of the Charter School responsible for managing outreach to families within 24 hours.

Depending on the date of the lottery, the time period between when spots are offered to the

²⁴ The purpose of this preference is to meet SB 740 Charter School Facility Grant Program requirements. It will only be implemented in an academic year in which the Charter School leases private facilities that meet the Grant Program requirements.

initial pool and when they need to accept and request an enrollment packet, will be at least five days from the lottery, but may be longer in the event our lottery is held prior to other area schools' lotteries and private school admissions notifications.

The enrollment packet must be returned either electronically or via hard copy by the student's parent or guardian within the deadline given by the Charter School (at least two weeks after the lottery). The Co-Principals shall coordinate the process and Charter School staff will handle notifications and processing of enrollment materials.

Independent observers will be welcomed at all lotteries - information regarding the lottery is always posted on our website or shared when additional information is requested in person.

LOCATION OF LOTTERY

The location of the lottery will be arranged to ensure maximum parent participation. Ideally the lottery would take place virtually for maximum accessibility.

DATE AND TIME OF LOTTERY

The Charter School will designate an open enrollment period from the fall (approximately October) through the lottery date at the end of February. The lottery date is designed to maximize applications and attendance and is set based on a variety of factors, including school vacation schedules, private school application deadlines and response timeframes, other charter school lotteries, logistics at the school site, and other factors. The lottery date is typically in late February or early March, and can vary slightly based on the factors named above. We typically will hold the lottery in the evening so that parents who work during the day are able to attend. Attendance by parents is not mandatory, only encouraged.

At the lottery, the Executive Director or designee will draw names for each grade in which there are more applicants than spaces available. The Co-Principal or designee will be present to ensure fair and accurate implementation of the lottery procedures. Students will be assigned a number corresponding to the number of enrollment slots. Once all enrollment slots have been made available, remaining students will be added to the waitlist in the order in which they were randomly drawn. Records will be kept on file at the Charter School documenting the fair execution of the lottery, such as documentation of the number of open seats and electronic records contained in CWC Silver Lake's lottery management system, which includes the information contained on the CWC Silver Lake lottery form and information regarding steps in the lottery process. Lottery results will also be made available on the website following the lottery.

FAIR EXECUTION OF LOTTERY PROCEDURES

At all times, our enrollment and lottery process will be transparent. Parents will be encouraged to attend the virtual or in-person public drawing. The Charter School's policies and procedures regarding enrollment will be clearly publicized in the application instructions, the CWC Silver Lake Family Handbook, on our website, and the Charter School's bulletin board prior to the lottery. Information about the lottery will be posted on the Charter School's website, will be posted at the Charter School site, included in public notices and flyers posted in the community and will be available by calling the Charter School. In order to document the fair execution of the lottery, the Regional Support Office and CWC Silver Lake co-Principals will maintain all forms for all students who participated in the lottery for one year, as well as the documentation of the order of names selected.

WAITLISTS

During the same public random drawing, once enrollment is reached, the remaining names will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

Students who are not offered seats for the academic school year for which the lottery was

held will remain on the waiting list until the end of that academic year unless otherwise requested by the parent to be taken off. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

NOTIFICATION OF PARENTS ON WAITLIST

As spots become available, families on the waitlist will be notified via telephone, text and/or email by either a member of the Regional Support Office team who manages the lottery system, or by member(s) of CWC Silver Lake responsible for managing outreach to families in the order they appear on the waitlist and given at least three (3) days to respond to the request. If families are unreachable by phone and email, offers will be rescinded after 2 weeks.

PARENT COMMUNICATION

Lottery interest forms and enrollment forms will be available online at the Charter School's website or in the main office in several languages. Lottery interest forms may be completed via paper and handed into the office to a designated representative, or completed via an electronic system. Samples of our lottery interest and enrollment forms are included in our submission. An explanation of the application and enrollment process will be provided at outreach events, in written application materials, and on our website. Written materials regarding the application and enrollment process will be available on our website and in the Charter School office in multiple languages, as necessary. Public notice will be posted at the Charter School site and website regarding the date, time, and location of the public drawing, encouraging people to attend.

CWC Silver Lake will offer orientation meetings prior to the application deadline with the Co-Principal or designated Charter School representative in order to discuss with interested parents the Charter School philosophy, mission, and instructional practices.

ENROLLMENT RECORDS

Only uninterested parties who are employees of the Charter School or who have signed confidentiality waivers will handle enrollment data. The data will be kept on file at the Charter School, or in an electronic system maintained by the Charter School, in the event of the need for an audit.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(l).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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 Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter 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

9.1 AND 9.2: ANNUAL AUDIT PROCEDURES: INDEPENDENT AUDIT

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Executive Director, Head of Operations & Finance and their designees are responsible for ensuring that the annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE. This includes, working with and providing to the independent auditor all necessary information to complete the audit, and ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

The Executive Director, Head of Operations & Finance, Audit Committee and any other reviewers of the audit, will additionally review any audit exceptions, deficiencies, findings or material weaknesses to the Board of Directors. The Board will assign several members (less than

quorum) to work with the Executive Director and the auditors to develop a comprehensive plan to note any audit exceptions, deficiencies, findings or material weaknesses and to prevent future occurrence. This action plan will be presented to the full Board for deliberation and approval in a reasonable timeframe depending on the seriousness of the deficiency, finding or material weakness. The Board will receive an update and full resolution within several months of the initiation of this process. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

AUDITOR SELECTION AND OVERSIGHT

The Board shall have a standing Audit Committee composed of at least one Board Member. The Audit Committee shall not include any members of the staff, including the President and the Chief Financial Officer (whether or not such persons are unpaid volunteers). The Audit Committee shall be responsible for the preparation of the annual financial statements using generally accepted accounting principles, and the preparation of the annual audit of the corporation in accordance with California Education Code Section 41020 and Government Auditing Standards issued by the Controller General of the United States. In addition, the Audit Committee shall recommend the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board.

Based on the recommendations of the Executive Director, Head of Operations & Finance and Audit Committee, the Board of Directors will select an independent auditor on the California State Controller's list of auditors approved to conduct charter school audits and will oversee the annual audit. The Executive Director or designee (such as a back-office provider hired by CWC Silver Lake and managed by the Executive Director) shall have responsibility for working with the auditor to complete the audit.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."
(Ed. Code § 47605(c)(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.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

Notwithstanding and apart from 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 section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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.

10.1: SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

We believe that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, cared for, and respected. In order to maintain a positive learning community and embrace CWC Silver Lake's mission of developing good global citizens, CWC Silver Lake will develop and maintain a comprehensive set of student discipline policies for actions by students that would violate California Education Code Section 48900. CWC Silver Lake will follow the procedures as outlined herein rather than using the procedures in Education Code 48900, et seq, except where specifically indicated in this section. This policy, the Suspension and Expulsion Policy contained within Element 10 of the charter renewal, meets the intent and purpose of the Education Code and provide ample due process and clarity of procedure. Parents, teachers, and students will all be encouraged to offer input on the Charter School's disciplinary policies and implementation to ensure that all stakeholders are valued and respected.

Consistent with this Suspension and Expulsion Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal. LAUSD/CSD will be consulted if an amendment to the policy is needed. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the CWC Silver Lake Family Handbook which will clearly describe discipline expectations. The contents in the Family Handbook are consistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law.

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 this 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/guardians²⁵ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

²⁵ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(d)(4).

Each enrolled family will have access to the CWC Silver Lake Family Handbook at the beginning of each school year. CWC Silver Lake provides the Family Handbook to all enrolled.

CWC Silver Lake implements a school climate and discipline plan consistent with the District's *Discipline Foundation Policy* and *School Discipline Policy* and *School Climate Bill of Rights* resolution. This section describes how this plan is implemented.

CWC Silver Lake's ultimate priority is to maintain the safety of all members of our community, both emotionally and physically. This goes for when inside classrooms, around our building, outside on the play yard or at any Charter School function. All members of the community play a role in implementing this plan. For example, teachers take a proactive approach: teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior and redirecting misbehavior. In response to any sort of misbehavior that infringes on the safety of our community, we aim to have a discipline system that is focused on being rehabilitative rather than solely punitive.

SOCIOEMOTIONAL DEVELOPMENT AND STUDENT DISCIPLINE POLICY

CWC Silver Lake is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. We do this work not only to cultivate students who can succeed academically, but also to create a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills.

With our focus on the social-emotional aspects of learning, CWC Silver Lake encourages students to become aware of their role as essential members of our learning community. As part of this, CWC Silver Lake's approach to social-emotional learning and discipline are the crucial ingredients to the development of our larger positive culture. We proactively build this culture and engage students in this work as a key approach to working on students' misbehavior, discipline, and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, all adults, their classmates, and the property of others. Additionally, students are treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in a thoughtless or harmful way, the entire community suffers. While our larger goal is to discourage misbehavior preemptively, when misbehavior does occur, we use missteps as opportunities for learning and reflection. Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educational and logical while always maintaining the emotional and physical safety of our whole community. CWC Silver Lake utilizes site-selected tools and curricula to support social-emotional development, such as mindfulness, Calm Classroom, Connected and Respected, Cool Tools, restorative justice, and/or Responsive Classroom, among other programs/ models/frameworks/curricula.

Because of the above beliefs and philosophies, explicit time within CWC Silver Lake's weekly schedule is devoted to cultivating our school-wide social-emotional development skills and positive culture by teaching a curriculum that develops these skills and qualities of character within our students. Students are explicitly taught conflict resolution skills/strategies and anti-bullying tools. Time is devoted to social-emotional development for each student. Through a mixture of scaffolded activities, role-playing, direct instruction, and other authentic experiences, students will be given the opportunity to use and practice conflict resolution skills and strategies as they build community in their classroom and the school. School and classroom practices like Class Meetings, Morning Meetings, Roots Advisory (Grades 6-8) and grade level meetings are all important elements to the building of our positive culture at CWC Silver Lake.

Students are encouraged to request assistance in resolving conflicts when needed. All CWC Silver Lake staff receive professional development related to conflict resolution, social-emotional development, community-building, and classroom management. Additionally, through Back to School Night and other parent meetings, all families have the opportunity to learn and develop skills related to conflict resolution. Just as we ask students to deal with conflict in respectful ways, we ask the same of all community members as well.

TIERED BEHAVIOR INTERVENTION

When appropriate, CWC Silver Lake attempts to provide learning opportunities for misbehavior rather than immediately suspending or expelling a student. If a student violates Charter School policies enumerated in the charter or Family Handbook that are not specified as grounds for mandatory suspension or expulsion, and the student is not a threat to the safety of him/herself or others, CWC Silver Lake will first consider the interventions listed below as positive behavior supports, including but not limited to:

- Positive behavior support plan with tiered interventions that occur during the school day
- Positive reinforcement
- Goal-oriented behavior action plans and charts
- Working with a peer buddy to establish supportive partnerships

- Restorative justice circle
- Intensive role play with instruction embedded
- Time in a buddy classroom
- Development of a community repair plan (student redirected to accomplish a service project or goal at school that better our community)
- Engaging the Student Success Team (SST) process

If necessary, CWC Silver Lake's progressive discipline plan will move to implement the following responses to student behavior:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Co-Principal
- Request for Parent Conference
- SST Process

If these interventions are not appropriate given the nature of the offense or are unsuccessful, CWC Silver Lake will consider:

- Saturday School
- Suspension
- Expulsion

The Co-Principals bear primary responsibility for overseeing all student discipline. Staff is trained on a regular basis on these interventions and next steps, and how to effectively manage them within each classroom.

10.2: IN-SCHOOL SUSPENSION

CWC Silver Lake offers in-school suspension as a means of reducing time missed from learning for behavioral issues. In-school suspension will only be utilized for discretionary suspendable offenses if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel has not been initiated. The same procedures for out-of-school suspension (written notice, parent conference, days of suspension, suspension appeals) and the same grounds/offenses for out-of-school suspension, which are described in this charter will apply to in-school suspension. At CWC Silver Lake, in-school suspension is supervised by a credentialed teacher, or the Dean of Students/Director of SEL and conducted in an supervised suspension classroom that is separated from other students at the school site for the period of suspension in a separate classroom, building, or site for the student under suspension. This supervisor is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students are given an alternative assignment. If a student with an IEP participates in the in-school suspension program, CWC Silver Lake provides any required special education instruction or related services. Depending on the offense, the in-school suspension may also include a restorative circle to repair harm that may have been caused. The maximum number of days for in-school suspensions will not exceed two days per incident and five days in one academic year. The principal is authorized to suspend students and determines whether in-school suspension is appropriate.

10.3-10.6: GROUNDS FOR SUSPENSION AND EXPULSION

DISCIPLINARY JURISDICTION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: 1) while on Charter School grounds; 2) while going to or coming from Charter School; 3) during the lunch period, whether on or off the Charter School campus; or 4) during, going to, or coming from a Charter School-sponsored activity.

MANDATORY EXPULSION/SUSPENSION

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

The Co-Principal or designee must immediately suspend and recommend expulsion of any student at CWC Silver Lake for:

- Possessing, selling, or otherwise furnishing any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee with the Co-Principal or designees' concurrence.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors (on appeal) that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

DISCRETIONARY EXPULSION/SUSPENSION

In addition to the foregoing mandatory suspension/expulsion infractions, the Co-Principal or designee may immediately suspend and recommend for expulsion a student at CWC Silver Lake upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause, or threatening to cause physical injury to another

person, except in self-defense.

- Willfully used force or violence upon the person of another, except in self-defense.
- Committing or attempting to commit robbery or extortion.
- Causing, attempting to cause, threatening to cause, or participating in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 8, inclusive.
- Unlawfully possessing, using, or otherwise furnishing, or being under the influence of any controlled substance, as defined in Health and Safety Code Section 11053-11058, any alcoholic beverage, or other intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, any alcoholic beverage, or any other intoxicant of any kind, and then selling, delivering or otherwise furnishing to any person another liquid substance or material and representing same as a controlled substance, alcoholic beverage or intoxicant.
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Possessing or using tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit a pupil from using the student's own lawfully prescribed products.
- Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Possessing an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Causing or attempting to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stealing or attempting to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Knowingly receiving stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Engaging in, or attempting to engage in, hazing. For the purposes of this Policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic

events or school-sanctioned events.

- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to the physical injury and willful use of force offenses listed herein above.
- Committing sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
- Intentionally harassing, threatening, or intimidating school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
- Making terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Possessing, selling, or otherwise furnishing any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Co-Principal or designee's concurrence.
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma.
- Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or

more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, video, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of cyber sexual bullying.
- For purposes of this Suspension and Expulsion policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the

photograph, visual recording, or other electronic act.

- For purposes of this Suspension and Expulsion policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

10.7-10.10: OUT-OF-SCHOOL SUSPENSION PROCEDURES

RULES AND PROCEDURES

The Co-Principals or administrative designees (i.e., Assistant Principals) shall have the authority to suspend a student, according to the following procedures below. The process for investigating incidents and collecting evidence will be fair and thorough.

- **CONFERENCE:** Suspension shall be preceded by a conference, if possible, conducted by the Co-Principal or administrative designee with the student and the student’s parent/guardian and, if necessary, the teacher, counselor, supervisor, or school employee who referred the student to the Co-Principal or designee. The conference may be omitted if the Co-Principal, School Counselor, or administrative 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. This conference shall be held within two (2) days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference, unless the student waives their right to this conference, or the conference is held virtually or similar. At the conference the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.
- **NOTICE TO PARENTS/GUARDIANS:** At the time of the suspension, a school employee (Co- Principal, Assistant Principal, or other administrator) shall make a reasonable effort to contact the parent/guardian by telephone, email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the 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 Charter School. The suspension conference will be held within 2 school days of the incident. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such request within two school days of being notified of the Suspension. No penalties may be imposed on a student for failure of the student’s parent or guardian to respond to such requests.

MAXIMUM DAYS

The length of suspension for all students, when not including a recommendation for expulsion, may not exceed a period of five (5) consecutive school days per suspension. A second conference between the Co-Principal or designee and parents/guardians will be scheduled to discuss the progress of the student’s suspension upon the completion of the fifth (5th) day of

suspension and whether the student's suspension is being extended pending an expulsion hearing, as set forth below. The maximum number of days a student may be suspended each year is twenty (20) unless the suspension is pending expulsion in which case the maximum number of days is cited below.

ACCESS TO EDUCATION & Homework Assignments During Suspension

The co-principal or administrative designee will make arrangements with parents/guardians to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION APPEALS

If a parent or guardian disagrees with a suspension, the student's parent/guardian must file a written objection to the suspension with the Co-Principal within five (5) school days of the student's suspension, explaining the reason for the disagreement. The Executive Director or administrative designee (e.g., another CWC administrator not involved in the suspension) will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director or administrative designee will have the authority to determine whether to:

- a. Uphold the suspension in all respects.
- b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
- c. Overturn the suspension and expunge the suspension from the student's records.

The Executive Director or administrative designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

SUSPENSION PENDING EXPULSION

Upon a recommendation of Expulsion by the Co-Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Co-Principal or designee based on either or both of the following:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others.

For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. This will meet all legal requirements for Independent Study. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

10.11 AND 10.12: EXPULSION PROCEDURES

RULES AND PROCEDURES

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

As set forth above, students must be recommended for expulsion for all mandatory offenses. For non-mandatory offenses, it is within the Co-Principal or designee's discretion to recommend expulsion. Upon a recommendation of expulsion by Co-Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. The Co-Principal will make a recommendation for expulsion within five (5) school days of the incident or within five (5) school days of the date the student is suspended. Caregivers will be invited to this conference via telephone call and email.

The Co-Principal or administrative designee (i.e., Assistant Principal) may make a recommendation for expulsion upon a determination of either of the following: 1) other means of correction are not feasible or have not been effective in the past; and/or 2) the student's presence causes a continuing danger to the safety of the student or others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process. The hearing shall be held in a timely manner, not to exceed thirty (30) school days after the date the Co-Principal or designee recommended expulsion because one of the acts listed under "Mandatory Expulsion/Suspension" and "Discretionary Expulsion/Suspension" has occurred, unless otherwise postponed for good cause. The Co-Principal will make a recommendation for expulsion within five (5) school days of the incident or within five (5) school days of the date the student is suspended. Caregivers will be invited to this conference via telephone call and email. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")), unless the parent/guardian makes a written request for a public hearing three (3) days prior to the hearing. Reasonable accommodations and language support will be available as required by law.

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by a recommendation from the Co-Principal or designee. The Administrative Panel shall consist of at least three (3) members (and not an even number of members) who are certificated employees and neither a teacher of the student nor a Board member of the Charter School's governing board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed a mandatory expellable offense. For discretionary expellable offenses, the

Administrative Panel must also find 1) other means of correction are not feasible or have not been effective in the past; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/ guardian via email and certified mail at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date, time, and place of the expulsion hearing
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- A copy of CWC Silver Lake's discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation
- The right to request at least one postponement of the expulsion hearing for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Co-Principal or designee if agreed upon by the School and the Student's family in writing, per Education code 48918(a)(1.)
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses
- Notification of the student's or parent/guardian or educational rights holder obligation to provide information about the student's status at the Charter School to any other school District or school to which the student seeks enrollment
- Notification of reasonable accommodations or language support, as needed

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including (if possible) an electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The charter school will make records available to students/parents via e-mail or provide in-person access to such records.

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 on as connected to the matters being discussed. The decision to expel must be supported by substantial evidence that the student committed any of the acts that might warrant expulsion. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

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

WRITTEN NOTICE TO EXPEL

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. If the Administrative Panel decides not to expel the student, the student shall immediately be returned to their previous educational program.

The Co-Principal or designee shall send written notice of the Administrative Panel's findings of fact decision to the student and their family within ten (10) school days following the conclusion of the hearing. This notice shall include the following:

- The specific offense(s) committed by the student that warranted expulsion
- Findings of fact from the expulsion hearing
- The term of the expulsion, including the possible readmission date
- A rehabilitation plan and readmission procedures
- Notice of the student or parent/guardian's obligation to inform any new District/school in which the student seeks to enroll of the student's status with CWC Silver Lake upon dis-enrolling
- The right to appeal the Administrative Panel's decision within ten (10) school days of the expulsion hearing

The Co-Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

APPEAL OF EXPULSION DECISION

The student's Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Co-Principal within ten (10) school days of the date the student receives the written decision to expel. The student will be considered suspended until a Board meeting is convened within fifteen (15) school days of receipt of the written appeal. The student's parent(s)/guardian(s) must attend the appeal hearing to present their appeal. Parents/guardians may request one continuance of up to ten (10) school days from the original date of the appeal hearing. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Co-Principal or designee will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final. If the Board overturns the expulsion, the student shall immediately be returned to his/her educational program.

DISCIPLINARY RECORDS

CWC Silver Lake shall maintain records of all student notices of suspension(s) and decisions regarding expulsion(s). Such records shall be made available to the District upon request.

ASSURANCE REGARDING LIST OF OFFENSES

In preparing the list of mandatory and discretionary expulsion and suspension offenses, CWC Silver Lake has consulted a variety of sources in addition to applicable laws to ensure that its policies comply with "best practices" at similar schools, including non-charter schools within LAUSD. Our primary purpose is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY

OFFENSES

CWC Silver Lake may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CWC Silver Lake Co-principal or the hearing officer (who is selected among the Administrative Panel members). Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. In addition, CWC Silver Lake will comply with the following:

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- CWC Silver Lake must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, CWC Silver Lake must present evidence that the witness' presence is both desired by the witness and will be helpful to CWC Silver Lake. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing

room by means of closed-circuit television.

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

REHABILITATION, REINSTATEMENT, AND READMISSION

Students who are expelled from CWC Silver Lake shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the student may reapply to CWC Silver Lake for readmission.

Students who are expelled and the student's parents/guardians shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

The readmission process will include a meeting with the Co-Principal or designee, to determine whether the student has met the conditions of the rehabilitation plan and/or whether the student continues to pose a danger to Charter School safety. The Co-Principal or designee shall make a recommendation to the Governing Board for readmission unless there is a finding that the student has not met the conditions of the rehabilitation plan and/or continues to pose a danger to Charter School safety, in which case the co-Principal will make a recommendation against readmission. The Governing Board will make the final determination. These procedures shall be made available to the student and the student's parent or guardian at the time the expulsion order is issued. CWC Silver Lake is responsible for reinstating the student upon the conclusion of the expulsion period.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OR INVOLUNTARY REMOVAL OF STUDENTS WITH DISABILITIES

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.. For students receiving special education services, suspension does not automatically result in expulsion. A 5-day suspension does not, in itself, lead to expulsion, regardless of the student's IEP status.

Per LAUSD guidelines, prior to initiating expulsion proceedings, an Expulsion Analysis IEP meeting must be held to conduct a Manifestation Determination Analysis (MDA). The results of the MDA will determine if the expulsion process may proceed. This meeting should occur within 10 school days of the decision to change the student's placement (e.g., suspension or potential expulsion). If the Expulsion Analysis IEP is not completed by the end of the suspension period, the student has the right to return to school until the IEP process is completed.

When a student with an IEP has been suspended and reaches at least five cumulative suspension days within a school year, or reaches 10 cumulative suspension days, a "Suspension IEP" must be held within 10 school days from the first day of suspension. During this meeting, the IEP team should determine if a Behavior Intervention Plan (BIP) is necessary or if an existing BIP needs to be reviewed or modified to provide more targeted behavioral instruction and intervention, aimed at preventing future misconduct. The team should also assess whether additional supports or services are required and document these considerations in FAPE 2, Part 4 - Additional Discussion. Additionally, no single suspension, for any student, may exceed five consecutive school days.

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not

conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

11.1: CERTIFICATED STAFF MEMBERS

Citizens of the World Silver Lake participates in the CalSTRS program. Based on the state's definition, certificated staff members eligible for CalSTRS benefits are covered. Citizens of the World Silver Lake works directly with the Los Angeles County Office of Education to promptly forward any required payroll deductions and related data. All withholdings from employees and Citizens of the World Silver Lake are submitted to the appropriate agency as required.

The CWC Los Angeles Regional Support Office (and any back-office service provider hired by the CWC Los Angeles region) is responsible for enrolling all eligible employees. Citizens of the World Silver Lake acknowledges that the Charter School must continue such participation for its existence under the same County-District-School (“CDS”) code.

11.2 AND 11.3: CLASSIFIED AND OTHER STAFF MEMBERS

Non-certificated employees will participate in the Federal Social Security system per applicable law. In addition, CWC LA offers employees a §403(b) Tax Sheltered Retirement Account Plan. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The CWC LA Board of Directors can approve a different matching rate for a specific employee.

The CWC Los Angeles Regional Support Office (and any back-office service provider hired by the CWC Los Angeles region) would be responsible for enrolling all eligible employees.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

12.1: SCHOOL CHOICE

No student will be required to attend CWC Silver Lake. The Charter School will inform students and parents of public school attendance alternatives in enrollment forms.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Citizens of the World Charter School Silver Lake
c/o Executive Director
5371 Wilshire Blvd. Ste. 200
Los Angeles, CA 90036

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Citizens of the World Charter School Silver Lake
c/o Executive Director
5371 Wilshire Blvd. Ste. 200
Los Angeles, CA 90036

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, 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 closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student

records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

15.1: CLOSURE AGENTS

In the event of Charter School closure, the Executive Director, or other individual selected by the Board at the time the decision of the closure is made, will serve as the closure agent for the Charter School.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that

any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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 Charter 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.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Citizens of the World Charter School Silver Lake (also referred to herein as “Citizens of the World Silver Lake” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

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

Element 1 – The Educational Program

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

“The annual goals for the charter school 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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter 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

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws,

nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

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 of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise

discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60

days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

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, including immigration status, 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, Section 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student’s records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when

the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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 Charter School’s Calendar
- h. Statistical Report – monthly according to Charter 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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation

determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded

before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

Notwithstanding and apart from 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 section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment

with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Los Angeles, California 90017

Citizens of the World Charter School Silver Lake
c/o Executive Director
5371 Wilshire Blvd. Ste. 200
Los Angeles, CA 90036

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Citizens of the World Charter School Silver Lake
c/o Executive Director
5371 Wilshire Blvd. Ste. 200
Los Angeles, CA 90036

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, 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 closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and

inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports

4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment

or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at

a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School

District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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 Charter 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.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)