



academia
moderna



RENEWAL CHARTER PETITION

Charter Term: July 1, 2019 – June 30, 2024

**Submitted to the LOS ANGELES UNIFIED SCHOOL DISTRICT
October 1, 2018**

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Assurances, Affirmations and Declarations

Academia Moderna (also referred to herein as “Academia” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Xavier Reyes, Lead Petitioner

Date

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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(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(b)(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(b)(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(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan 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).

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.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

A. GENERAL INFORMATION

GENERAL INFORMATION	
· The contact person for ACADEMIA MODERNA is:	Adam Warren, Principal
· The contact address for Charter School is:	2410 Broadway Walnut Park, CA 90255
· The contact phone number for Charter School is:	(323)923-0383
· The proposed address or ZIP Code of the target community to be served by Charter School is:	2410 Broadway Walnut Park, CA 90255
· This location is in LAUSD Board District:	5
· This location is in LAUSD Local District:	Local District East
· The grade configuration of Charter School is:	TK through 5 th
· The number of students in the first year will be:	504 is max capacity
· The grade level(s) of the students in the first year will be:	TK through 5 th
· Charter School’s scheduled first day of instruction in 2019-2020 is:	August 22, 2019
· The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	486
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
· The bell schedule for Charter School will be (below):	M,W,Th,Fri; TK/K 8:00 am - 2:30 pm Grades 1 – 5; 8:00 am - 2:45 pm Tues - TK/K; 8:00 am - 1:15 pm Grades 1- 5; 8:00 am - 1:30 pm
· The term of this Charter shall be from:	07/01/2019 to 06/30/2024

B. COMMUNITY NEED FOR ACADEMIA MODERNA CHARTER SCHOOL

Statement of Purpose

Our purpose, our core belief or our “why”, at Alta Public Schools and Academia Moderna is to urgently open the doors of opportunity, social or economic, to every child in need. This is why we

exist. This is why we come to work and work hard every day - and every day counts.

Embedded in our purpose is the mission of Academia Moderna to provide a rigorous TK through 5th grade education as the pre-college platform for the rigorous high school college prep and International Baccalaureate (IB) Primary Years Program that also expands access to career opportunities.

The stakeholders of Academia Moderna share in the belief that students can be motivated to learn through the realization that knowledge will empower them to fulfill their life's mission - this is the "what" am I going to be when I grow up. And, that good character, a primary building element provided by the IB program, is the guidebook for the "who" am I going to be when I grow up. Both of these target elements of "who" and "what" are the cornerstones of the Alta Public Schools and Academia Moderna ethos. We want students to be both prepared with the educational tools to provide them the opportunities for future good paying jobs when they graduate college, but equally, we want students to be ethical, collaborative, good listeners, self-starters, intrepid, entrepreneurial, caring, lifelong learners and guardians of the world we are inheriting them.

As students move forward in their life and learning journey, not all find themselves on a pathway to success. The roadblocks to student achievement are varied and range from gaps in prior learning to a lack of rigor and challenge for advanced learners. By motivating students working at the correct level of rigor, in the right courses - students who were "stuck" in their learning progress can begin to experience learning success and overall increased academic achievement.

Teachers and support staff empowered with real-time data to inform their instructional approach in order to catch students' prior to academic failure, break down the barriers of being stuck on a skill, and turn each student into a learner who is experiencing academic success and motivated to reach and exceed expectations.

Academia Moderna's stakeholders are committed to identifying the impediments to student success before failure occurs, thereby increasing the benchmarks of success for all students. Stakeholders are engaged in the annual Local Control Accountability Plan (LCAP) which includes a process identifying the root cause for student performance challenges. The challenges are addressed by stakeholders and staff to ensure actions are related to improvement of student learning. Various stakeholder meetings are held throughout the year to monitor the progress of LCAP goals. We believe college readiness starts before Kindergarten and college persistence and graduation is born from the grit the IB outlines for all students.

Academia Moderna's mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century - this was the original statement of purpose.

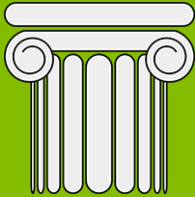
Academia Moderna provides an environment where students have optimal opportunities to fulfill their educational and character goals. We support this evolving process of greater educational attainment; purposeful and action-oriented character development, while providing educational and career pathways.

We fulfill our mission by being "LRFL":

- 1) High Academic Achievement ALWAYS
- 2) Standards-Based Instruction ALWAYS
- 3) Community Participation ALWAYS
- 4) Positive Student Character Development ALWAYS

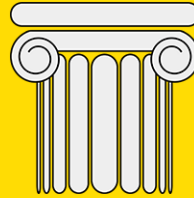
1. High Academic Achievement

Students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement. **LEARN**



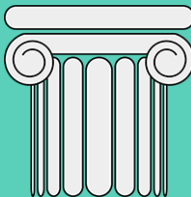
2. Standards-Based Instruction

Provide a school model where students acquire and practice a range of essential skills that are common core standards based, and implement the International Baccalaureate® (IB) scope and sequences, merging the CCSS and Alta Public Schools policies, to develop and use the best instructional practices that meet the varied needs of all students. **RIGOR**



4. Community Participation

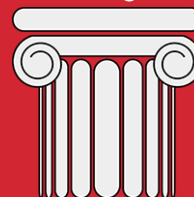
Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community implementing the IB program, which "focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development" with the assistance of staff, parents, and the larger community. **FAMILY**



3. Positive Student Character Development

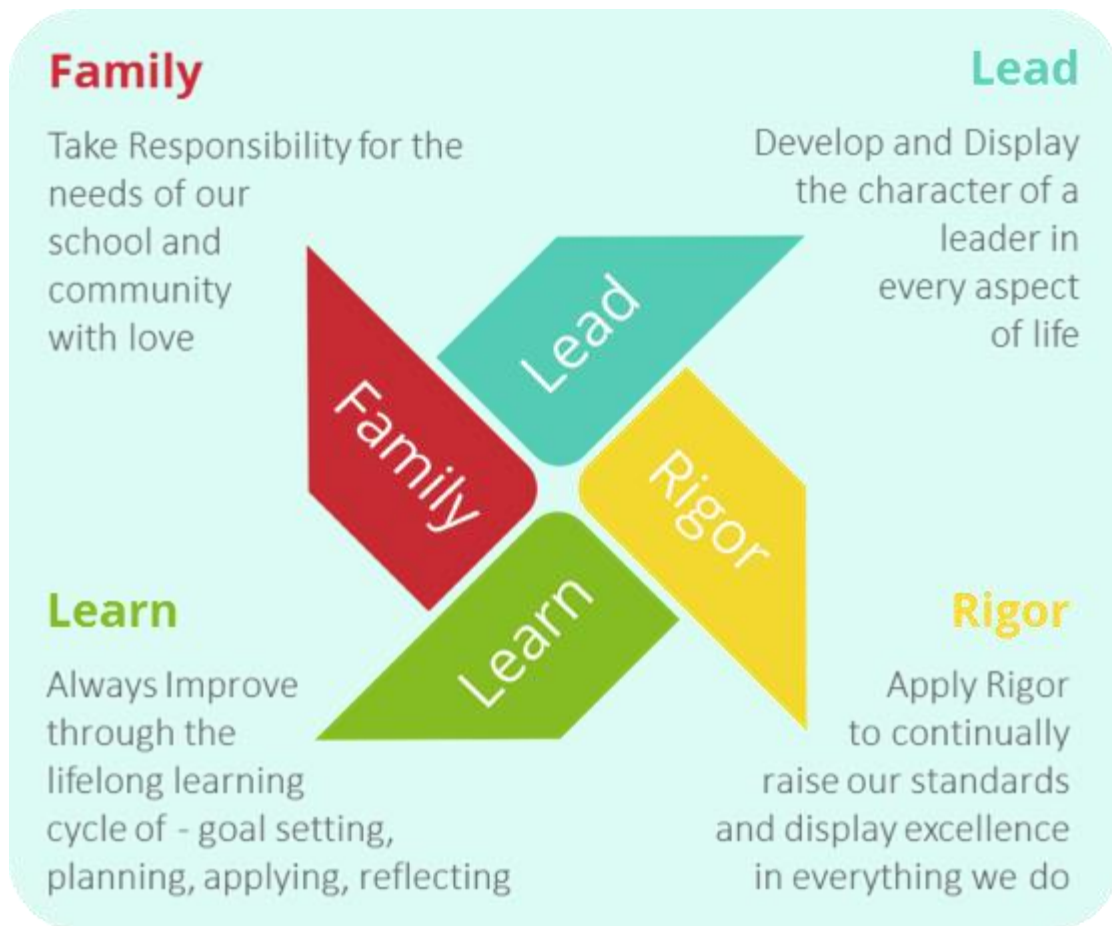
Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented.

Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented. **LEAD**



Four Pillars of Academic Achievement Alta Public School 2016

The inclusion of all stakeholders, not only students, into the Academia Moderna purpose and vision is one of our intentional group developments. This idea that students, teachers, families, administration and the community are all part of the learning-life process is represented in our brand. APS, an organization that opens socioeconomic doors of opportunity to all students, is represented by our logo and brand. Our core values representing our “why” are suggested in the image below - it is a flywheel, like the wheel of life, that includes Learning, Rigor, Family, and Leadership - we call it being “LRFL” as a way of life.



Alta Public School Developed 2016

Everyone in the learning community is committed to demonstrate Leadership, Rigor, Family and Lifelong Learning in our daily lives - this is being LRFL. These commitments are embodied in each color that represents a core value we all live by every day. When all the values work together in the lives of each person on the team, we create a “flywheel effect” where we all continuously moving to improve together.

As follows, the school’s renewal is an auspicious time to reflect, redress and outline the areas of growth and focus on what the school community at-large has outlined as areas of growth and for Academia Moderna. Some of these questions are based on ongoing oversight of our school throughout the course of our charter term and based on criteria outlined in Education Code sections 47607(b) and 52052(3)(4)(c), and the policies and procedures outlined in the LAUSD’s Administrative Procedures for Charter Authorizing.

We’re on the right path for all our students and those that would otherwise have attended an LAUSD elementary school in and around our target community, as indicated in the narrative of this petition. The graph below indicates the steady growth of our entire student learning outcomes, Met or Exceeded, from the 2016-17 school year to the 2017-18 school year.

AMCS 3-Year Growth

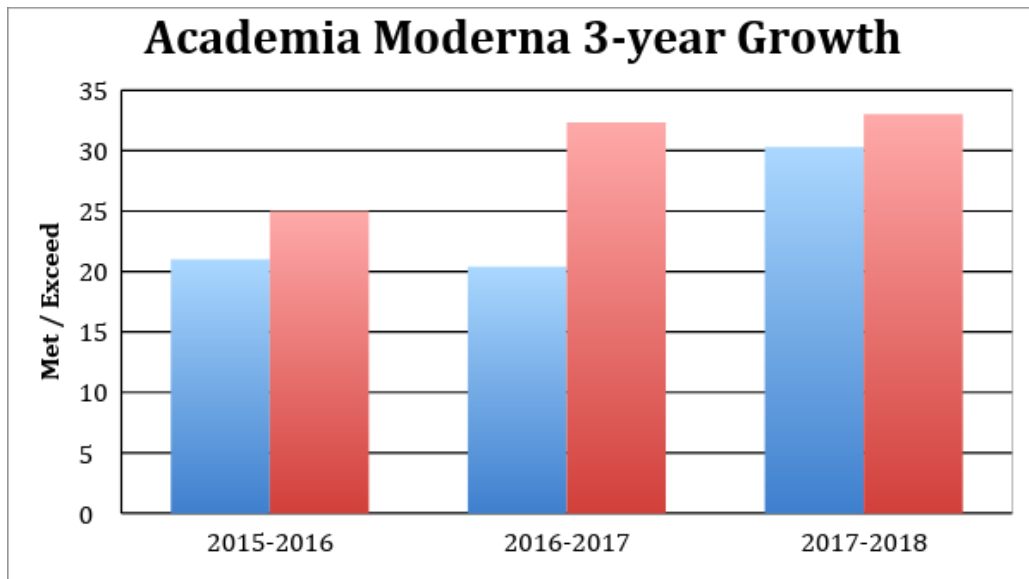
Academia Moderna’s ELA performance is either on par or exceeds the comparative the top five (5) Resident Schools. Comparing Walnut Elementary School’s data shows that Academia

Moderna's performance is higher during the 2016-2017 academic year for overall ELA (32.35% vs. 23.30%) and the Low Socio-Economic subgroup is also higher (31.63% vs. 23.30%). Achievement Level Distribution Overtime data showed that both site are fairly close. Academia Moderna grew a little more between 3rd and 4th grade (58 points vs. 40 points). In 2017, 4th grade students had higher performance results with Standards Met and Exceed at 38.75% vs. 25.58%

Academia Moderna's ELA performance has outperformed Graham Elementary School in the 2015-2016 and 2016-2017 school years in the overall category, Latinos, English Learners, and Low Socio-Economic subgroups. Achievement Level Distribution Overtime data displayed that Academia Moderna has higher Mean Scores and higher Standards Met and Exceed.

Academia Moderna's ELA performance for ELA compared to Florence Avenue Elementary School has resulted higher results for the subgroup English Learners during the 2015-2016 school year (7% vs. 3%). In the 2016-2017 school year Academia Moderna outperformed Florence Avenue in the Latino subgroup population (31.78% vs. 29.38%). Achievement Level Distribution Overtime data shows that Academia Moderna was on par with Florence Avenue for 4th grade Mean Scores and exceed with Standards Met and Exceed (38.75% vs. 34.07%).

Academia Moderna's ELA comparison with Liberty Boulevard Elementary School shows that during the 2015-2016 academic year the English Learner subgroup yielded higher results (7% vs. 5%). Academia Moderna's overall proficiency scores are on par with Liberty Boulevard's (25% vs. 26%).



cde.ca.gov Dataquest 2017

Moreover, to properly outline and compare our last three-year performance, we must first determine where our students would "otherwise have been required to attend" or similarly, which are our Resident Schools to be compared. As determined by LAUSD's Resident School Identifier, our two graphs below indicate our top ten (10) Resident Schools, which total to 65.7% of our total student, in-District population and the 53 Resident Schools represented at Academia Moderna. These top ten schools are Walnut Park, Graham, Florence, Liberty, Miles, Par melee, Russell, State, Middleton, and Willow Elementary Schools.

TOP 10 RESIDENT SCHOOLS									
Walnut Park	Graham	Florence	Liberty	Miles	Parmelee	Russell	State	Middleton	Willow
15.28	7.86	6.11	5.68	4.8	4.8	4.8	4.37	3.49	3.49

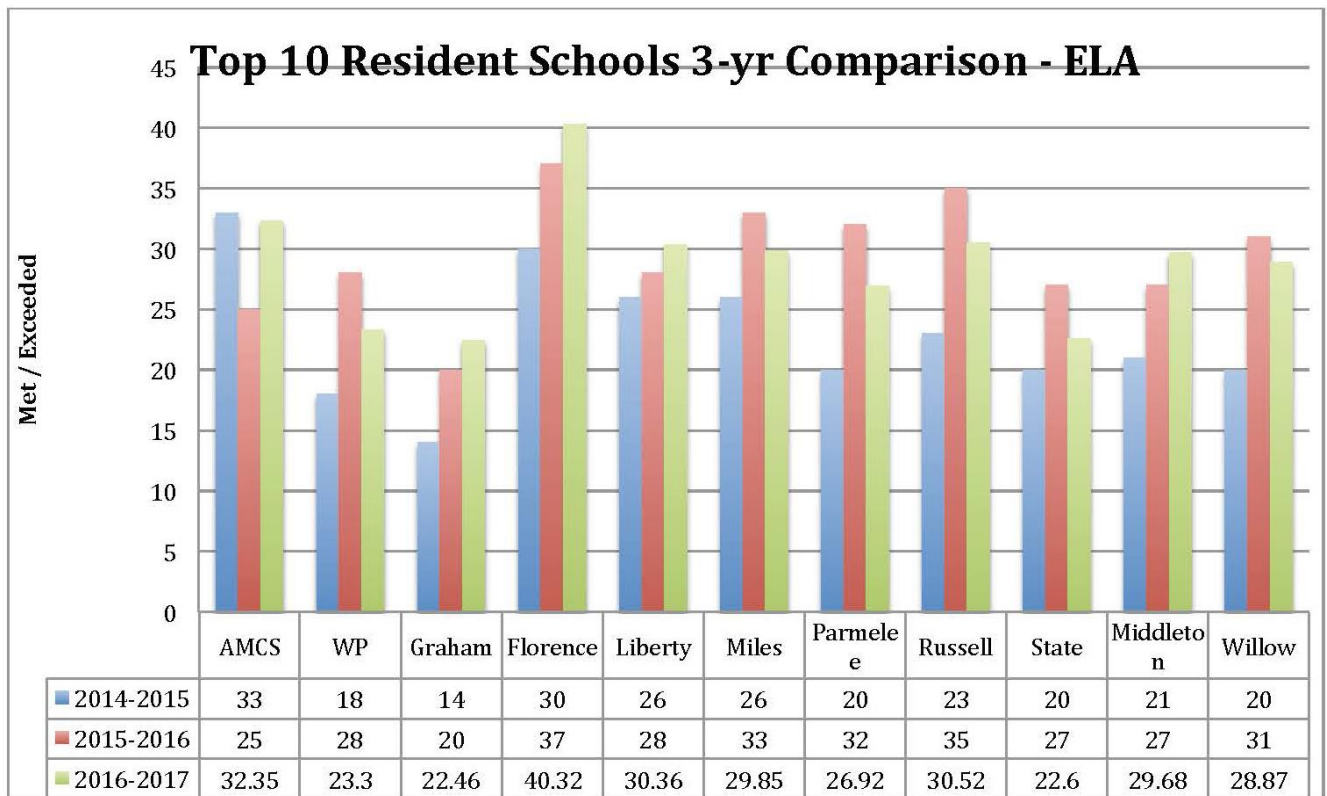
lausd.net/ResidentSchoolIdentifyer/2017

These ten schools described constitute 65.7% of our student population with the smaller balance of students coming from 43 other Resident Schools in Southeast and South Los Angeles. These other schools include San Miguel, Stanford, Florence Griffith-Joyner, 109th Street, 92nd Street and an even smaller percentage of numerous non-LAUSD and LAUSD schools, respectively.

C. Success in Meeting the Needs of Students over the Previous Charter Term

Academic Performance in ELA

Almost 66% of our students come from the top 10 LAUSD Resident Schools our students would have otherwise attended, as shown in graph above. Academia Moderna identifies all schools from which our students would have otherwise attended if not otherwise enrolled at Academia Moderna as “LAUSD Resident Schools”. The largest or number one school from where our students come from if not enrolled at Academia Moderna is Walnut Park elementary school, which is 15.28% of all students. Of the total students coming from the top 10 Resident Schools, in English Language Arts, Academia Moderna has out performed 9 out of 10 Resident Schools in the 2016-1017 school year.



While the data in English Language Arts shows incremental improvement over three years in most domains, it is important to note that the strategies put into place, flexible targeted small group instructions and guided reading groups, are enabling improvements across the standards, stabilizing sub categories, as well as, enabling instruction to adapt to current needs. Several strategies have been employed in order to meet the needs of English Language Learning students with varying results. This specific subgroup will be a focal point in strategizing to meet Smart Goal 1, “By the end of **June 2024**, all third through fifth grade student subgroups will show a 5% increase in their proficiency of ELA and mathematics each year as measured by the Smarter Balanced Assessment”.

Smart Goal 1	By the end of June 2024, all third through fifth grade student subgroups will show a 5% increase in their proficiency of ELA and mathematics each year as measured by the Smarter Balanced Assessment.		
Met or Exceeded ELA Current Reality			
Subgroup	2015-2016	2016-2017	2017-2018
All	25	32.35	27.9
Latinos	25	31.78	27.6
English Learners	7	1.59	3.4
Low Socio-Economic	25	31.33	18.9

Strengths in ELA

The strengths in ELA are the employment of flexible targeted small group instruction. Based on data decisions, students are placed in flexible groups where they are given targeted instruction on skill development. Students are also given 1:1 support from various instructional experts. Students also have access to computer programs to support literacy at a 1:1 ratio.

Guided reading groups are another strength that is displayed during ELA. Comprehension and reading strategies/skills from the CCSS ELA Standards receive focused attention and practice. The reading groups also allow for differentiation so teachers are able to target specific strategies/skills that are needed for advancing reading fluency, and comprehension.

Teachers have received professional development on “Power Standards” and developed a new CCSS ELA Scope and Sequence that is aligned with their International Baccalaureate (IB) Units of Study. This professional development allowed teachers to gain a deeper understanding of the CCSS ELA Standards in order to make instructional decisions to meet the needs of all of their students.

Opportunities for Growth in ELA

Professional development opportunities have been given to teachers prior to the start of the 2018-2019 school year. Literacy support was presented that included the topics of Academic Language, Text Complexity, Standards-Based Text-Dependent Questions, Leveled Questioning Techniques (Blooms and DOK), and Writing. Teachers will be implementing their modified ELA Scope and Sequence containing “Power Standards”.

Additional professional development opportunities were given to teachers for their IB Units of Study. Teachers received three days of training on the topics of the IB Learner Profiles, IB Attitudes within the IB Profile, Transdisciplinary Units of Study Development, Room Environment, Strategies for Inquiry, and Rule and Routines that promote the IB philosophy.

Throughout the school year the IB Coordinator scheduled four full days of IB Training that will cover the topics of Backwards Planning, Formative and Summative Assessments, Data Analysis, and Re-teaching. Some of the instructional staff will be given opportunities to visit and collaborate with other IB elementary schools implementing the Primary Years Programme (PYP).

Teachers will be given opportunities of being coached by the IB Coordinator and Site Administration. The coaching sessions will include; modeling, co-planning and co-teaching with the coach, administration or peer, and observation and feedback sessions. Administration will be conducting Walk Through sessions with staff to calibrate assessment of instructional strategies and practices.

The master schedule has been modified to provide daily common planning time for grade level teams to collaborate, lesson plan, develop assessments, and analyze data.

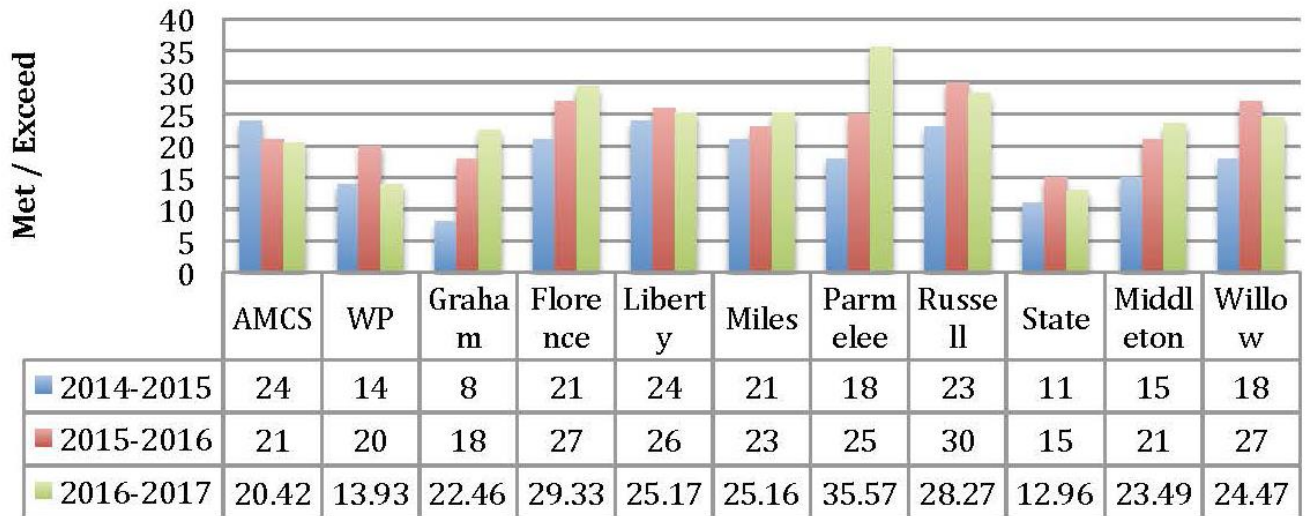
Tasks	Responsible Person(s) Involved	Professional Development Resources	Monitoring the Program	Timeline	Reporting
Literacy Development -vocab -writing -reading -questioning	Site Admin IB Coordinator ILT Members	Research from Beck, Webb, Marzano	PLC Minutes, Lesson Plans, Walkthroughs Formative assessments	Weekly, Monthly	Teacher Reflection Cycle of Inquiry for Data Analysis
Examining Data to determine interventions, re-teaching, flexible grouping, accelerations	Site Admin Teachers ILT Team IB Coordinator	Paul Bloomberg and Barb Pitchford-Impact Team Training	PLC Minutes, Lesson Plan, Walk Through SMART Goal Formative Assessment Cycle of Inquiry	Monthly	Teacher Reflection SMART Goal Formative Assessments Cycle of Inquiry Data
Develop IB-PYP Units of Study incorporating grade-level Standards	Superintendent IB Coordinator Site Admin Teachers ILT Team	Unit Planning tool from IB Access to IB Coordinator for Coaching	Review of IB Units Formative Task Completion Summative Task Scores	5th Grade: 9/27, 11/15, 2/7, 3/28 4th Grade: 10/4, 11/26, 2/11, 3/29 3rd Grade: 10/11, 11/29, 2/21, 4/4 2nd Grade: 10/12, 12/3, 2/22, 4/5 1st Grade: 10/15, 12/6, 2/25, 4/8 K: 10/18, 12/10, 2/28, 4/11	Teacher Reflection on End of Unit Assessments Board Presentations Parent Meeting

Employing strategies to increase student use of academic vocabulary	Site Admin Teachers ILT	Research from Beck, and Marzano	PLC Minutes IB Unit and Lesson Planner Walk -Throughs	Daily	Teacher Reflections Staff Mtg and Continued PD Parent conferences
IB Professional Development Session	IB Organization (IBEN)	IB Resources	IB Unit and Lesson Planners, PLC Minutes	Oct. 2018	Teacher reflection Debrief with IB Coordinator and Site Admin
Develop grade-level benchmarks which cover the concepts taught within each quarter	Site Admin IB Coordinator Teachers	Curriculum and Power Standards, Scope and Sequence	Formative Assessment	Starting Sept. 2018 and continue all year	Data Analysis Parent conferences
Monitor the instructional program	Superintendent IB Coordinator Site Admin ILT	Danielson's Framework/ CSTPs IB Assessment Use of Data from NWEA, previous Adam/Dora/ICA and IABs	Superintendent to discuss walkthrough data, assessment data, and artifacts from teacher collaboration with site Admin and IB Coordinator	Weekly beginning August 2018	Superintendent and Site Admin reports to the Board SSC/ELAC Reports Parent Newsletter

Academic Performance in Math

In Math, Academia Moderna has out performed 2 out of 10 Resident Schools in the 2016-2017 school year, as seen in the tables below.

Top 10 Resident Schools 3-yr Comparison - Math



The trends across all subgroups are ultimately positive, with a 9% increase across all groups. The English Language Learners sub-group's numbers follow a similar trend from ELA; with 20% nearly meeting standard. This specific subgroup will be a focal point in strategizing to meet smart goal 1, "By the end of June 2025, all third through fifth grade student subgroups will show a 5% increase in their proficiency of ELA and mathematics each year as measured by the Smarter Balanced Assessment".

Smart Goal 1	By the end of June 2024, all third through fifth grade student subgroups will show a 5% increase in their proficiency of ELA and mathematics each year as measured by the Smarter Balanced Assessment.		
Met or Exceeded Mathematics			
Subgroup	2015-2016	2016-2017	2017-2018
All	21	20.42	30.5
Latinos	22	20.84	30.25
English Learners	12	3.13	6.8
Low Socio-Economic	20	19.57	24.1
2017-2018 Mathematics			

Subgroup	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
All	9.13	19.13	28.69	41.30
Latinos	8.8	21.4	24.4	44.8
English Learners	0	6.8	20.3	72.9
Low Socio-Econom	1	23.1	22.1	52.6

Strengths in Math

Some teachers were trained in Cognitive Guided Instruction (CGI). They currently use the strategies to teach Mathematical concepts. It builds on a student's natural problem-solving capacities. The strategies associated with CGI encourage students to use any tool or explanation to solve problems. These strategies meet the needs of all subgroups because they easily allow for differentiation and empower the teacher to make decisions based on student needs.

Students receive additional support from ST (Spatial-Temporal Reasoning) Math: Visual Math Program. The program is based on neuroscience research that gives students opportunities to develop their critical thinking skills using visual models to represent math concepts. This program meets the needs of all student subgroups, especially ELL because the program primarily relies on visuals instead of language and has a Spanish language option.

Opportunities for Growth in Math

Prior to the start of school, teachers were involved in professional development that focused around the Mathematical Practice Standards (MPS). Teachers examined each practice to determine the "How" to instruct math. Teachers examined content standards to determine which MPS best align with certain skills.

At the start of the school year, each grade level met with Site Administration to discuss and determine their "Power Standards" and develop a new standard-based scope and sequence.

The IB Coordinator also met with grade level teams to discuss how their grade level standards align within the IB Units of Study.

Tasks	Responsible Person(s) Involved	Professional Development Resources	Monitoring the Program	Timeline	Reporting
MPS PD	Site Admin	Engage NY Achieve the Core Flip Books	PLC Meeting/Mnts Walk Throughs Formative Assessments	Daily	Teacher reflections Site admin Superintendent Board
Power Standards/ Scope and Sequence	Site Admin ILT Superintendent	Eureka Math/Engage NY, Standards,	Lesson Plans PLC Meetings and Minutes	Daily	Board Report PLC Meetings Teacher Reflection

		Measurable Objectives	Formative Assessments Math Scope and Sequence		Formative Assessments
Monitor the instructional program	Superintendent IB Coordinator Site Admin ILT	Danielson's Framework/CSTPs IB Assessment Use of Data from Adam/Dora/ICA and IABs	Sup. to discuss walkthrough data, assessment data, and artifacts from teacher collaboration w site Admin and IB Coordinator	Weekly beginning August 2018	Superintendent and Site Admin reports to the Board SSC/ELAC Reports Parent Newsletter

Anticipated Growth Over Time

Mathematics Met or Exceeded Increases Over Time					
Subgroup	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	36.0	41.0	46.0	51.0	56.0
Latinos	35.0	40.0	45.0	50.0	55.0
English Learners	12.0	17.0	22.0	27.0	32.0
Low Socio-Economic	29.0	34.0	39.0	44.0	49.0

Academic Performance for Subgroups

The current data indicates that the overall ELPAC reclassification rate at Academia Moderna is 28.9%. This group of English learners has well-developed oral and written skills, and their performance level indicates they are at the upper range of “Bridging” of language proficiency. These students may still need occasional support. Support will be provided intentionally through Integrated ELD instruction throughout the day. These students will be continuously monitored for four years.

Smart Goal 2	By the end of June 2024 all students designated as English Learners will increase in their proficiency of English Language Development by one level each year as measured by the ELPAC Assessment.
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English Language Development: (Baseline ELPAC Data 2018)

Grade/Subgroup	Level 1	Level 2	Level 3	Level 4
Overall	8.74	25.14	36.61	29.51
K	0	0	26.78	60.71

1	0	0	50	0
2	0	0	54.29	0
3	0	59.26	0	0
4	0	0	0	0
5	0	0	0	0
Low Income	0	25.93	37.04	29.63

Please Note: Data which contains a 0 can be student identifiable and therefore not reported by CDE. The data is displaying a strong reclassification rate for the Low Income subgroup. The rate of 29.63% indicates that students are positively progressing through English language development levels. These “Bridging” level students will also be monitored for four years and receive Integrated ELD instruction throughout the day.

The overall Level 3 score of 36.61% describes students who have moderately developed proficiency skills in oral and written language. This group of students is performing at the higher end of the “Expanding” level of proficiency moving in the lower end of the “Bridging” level of language proficiency. Designated and Integrated ELD instruction will be given to this group during the day. Based on the goal of Academia Moderna’s reclassification rate of 25% and targeted instruction, these students will be reclassified next academic year.

With instructional strategies focusing on supporting English language students, using best practices in order to promote growth across all EL Descriptor Levels , all students will be able to meet Smart Goal 2, “By the end of June 2024, all students designated as English Learners will increase in their proficiency of English Language Development by one level each year as measured by the ELPAC Assessment.”

Strengths in ELD

Teachers use Wonders ELD Component for instruction during designated ELD time. Teachers level and differentiate instruction based on ELL designation, which is based on ELPAC results. Guided Language Acquisition Design (GLAD), and Specialty Designed Academic Instruction in English (SDAIE) are used during designated ELD time. Students are also given integrated ELD throughout the day with a focus on Literacy during the teaching of Science and History-Social Science. GLAD and SDAIE strategies are also used throughout the day to ensure ELD students receive support.

Academic Indicator: DF3 Findings

DF3 of schools serving a substantial population of ELs (defined by at least 26% EL population). In 2017, the LAUSD averages for schools serving an EL population similar to Academia Moderna’s were:

- Average Overall (Grades 3-4) Distance from Level 3: -60
- ELA DF3: -54
- Math DF3: -65

Academia Moderna’s 2017 DF3 averages show:

- Average Overall Distance from Level 3 for 3rd Grade: - 58.5
- ELA DF3: - 61
- Math DF3:- 56

Average Overall Distance from Level 3 for 4th Grade: - 50.5

ELA DF3: - 46

Math DF3:- 55

Average Overall (Grades 3-4) Distance from Level 3: -54.5

ELA DF3: -53.5

Math DF3: -55.5

This data shows that the EL enrolled students at Academia Moderna are scoring better than students from LAUSD in terms of meeting a Level 3 goal. These findings can be contributed to the targeted work of Designated and Integrated ELD instruction, GLAD and SDAIE strategies, and leveling students.

Opportunities for Growth in ELD

EL professional development opportunities are scheduled to address the needs of language acquisition. Such topics being explored are ELD lesson development training, the development of formative assessments, Designated and Integrated ELD, and having newer staff members receive Guided Language Acquisition Design (GLAD) training.

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Improvement	Timeline	Reporting
Lesson Planning	Teachers, Site Admin	Wonders ELD Component	Lesson Plans, PLC Minutes and Meetings	Daily	PLC Meeting Minutes, Formative Assessments Walk Throughs Board Reports
Targeted Vocabulary Instruction	Site Admin	Research by Beck and Marzano	Lesson Plans PLC Minutes and Meetings	Daily	Walk Through, Formative Assessment, Teacher Reflections Board Reports
Writing	Site Admin	ELD Wonders	Lesson Plans PLC Minutes and Meetings	Daily	Walk Through, Formative Assessment, Teacher Reflections Board Reports
GLAD	Be GLAD	Be GLAD Materials	Lesson Plans, PLC Minutes and Meetings	Daily	Walk Through, Formative Assessments Teacher Reflections Board Reports

Strengths in Reclassification

Students are given ELPAC to determine their English Language proficiency. Academia Moderna has developed its own English Language Learner Master Plan and administration and Teachers examine data to determine appropriate placements/reclassification. Students will be reclassified based on multiple measures such as SBAC, NWEA, and ELPAC. Students are given designed and integrated ELD time that supports their English language acquisition. GLAD and SDAIE strategies are used throughout the day to support the development and proficiency of the English language.

Smart Goal 3	Annually, Academia Moderna will exceed LAUSD's reclassification rate as measured by the Reclassification Criteria found in the EL Master Plan.
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EL Reclassification: (2015-2016, 2016-2017, 2017-2018)

Current EL Reclassification Rate			
Grade Level	2015-2016	2016-2017	2017-2018
All	23	10	23.4

Opportunities for Growth in Reclassification

Each teacher will be given professional development on Academia Moderna’s English Language Learner Master Plan, Designated and Integrated ELD, Lesson Planning, Vocabulary Development, and Writing, Teachers who have not received GLAD training, will be scheduled.

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Improvement	Timeline	Reporting
Presentation and PD on EL Master Plan	Site Admin Superintendent	EL Master Plan	PLC Meetings and Minutes Reclassification of students	October 2018 and beyond	Board ELAC Meetings SSC Meetings PLC Minutes Reclassification of students

Lesson Planning	Teachers, Site Admin	Wonders ELD Component	Lesson Plans, PLC Minutes and Meetings	Daily	PLC Meeting Minutes, Formative Assessments Walk Throughs Board Reports
Targeted Vocabulary Instruction	Teachers, Site Admin	Research by Beck and Marzano	Lesson Plans PLC Minutes and Meetings	Daily	Walk Through, Formative Assessment, Teacher Reflections Board Reports
Writing	Teachers, Site Admin	ELD Wonders	Lesson Plans PLC Minutes and Meetings	Daily	Walk Through, Formative Assessment, Teacher Reflections Board Reports
Designated and Integrated ELD	Teachers, Site Admin	ELD Wonders ELD and Content Standards GLAD Strategies	Lesson Plans PLC Minutes and Meetings	Daily	Walk Through, Formative Assessments Teacher Reflections Board Reports
GLAD	Be GLAD	Be GLAD Materials	Lesson Plans, PLC Minutes and Meetings	Daily	Walk Through, Formative Assessments Teacher Reflections Board Reports

EL Reclassification Over Time Increases Over Time					
Subgroup	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	25% of the EL population	Above LAUSD's Reclass Rate	Above LAUSD's Reclass Rate	Above LAUSD's Reclass Rate	Above LAUSD's Reclass Rate

Strength around Culture

Academia Moderna has a positive culture where the feeling of “family” is present throughout. Academia Moderna’s Mission and Vision Statements ensure that students are in the forefront of every decision, which has created a positive culture.

Academia Moderna’s school vision is to create a world-class school for dynamic world citizens in communities of need.

Academia Moderna’s school mission is to provide a world-class education to every student through and inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

In order to fulfill Academia Moderna’s mission, the acronym “LRFL”(Learn, Rigor, Family, and Lead) is implemented.



Lead is equivalent to Positive Student Character Development where students conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB programme is implemented. In addition, the school provides a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB programme is implemented.

Rigor relates to Standards-Based Instruction where the school will provide a model where students acquire and practice a range of essential skills that are Common Core Standards based, and implement the International Baccalaureate (IB) scope and sequences, merging all content standards, district, and site policies, to develop and use the best instructional practices that meet the varied needs of all students.

Learn corresponds to High Academic Achievement where students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning that will allow students reach high levels of academic achievement. Through the IB-PYP students learn how to be globally minded inquisitive learners applying the required content standards at each grade level.

Family is analogous with Community Participation where the school provides a space where students have the opportunity for involvement in responsible actions and social service in their local and world community implementing the IB programme, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community.

The Framework for Teaching from the Danielson Group is employed at Academia Moderna for mentoring, coaching, professional development and teacher evaluation. The Framework for Teaching supports Academia’s Mission and Vision because the complex activities of teaching require teachers to use their own inquiries about curriculum, teaching and learning and apply them to the 21st century classroom. The four domains of the framework: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities are designed to enhance teacher professional practices. Within each domain components are provided to describe, define, and promote understanding.

These domains are also aligned to LRFL. Administrators and teachers that utilize this framework engage in reflective conversations around instructional practices. As a result teachers develop leadership skills in making appropriate instructional decision for their students. Also, teachers are using various instructional strategies and methods that create rigorous learning opportunities for their students.

Through the learning process, teachers model lifelong learning attributes. As a result teachers and students are constantly learning from each other, which creates a family of learners in each classroom. Each classroom becomes a family to their grade level, which in turns creates an entire school that values, respects, and cares for their own learning community and beyond Academia Moderna.

Opportunities for growth to improve Culture

Academia Moderna has decided that to make the school culture an even more inviting, Positive Behavior Interventions and Supports (PBIS) will be implemented. The administrative staff and

three teachers are receiving Tier and Level 1 training from LACOE. The goals are to create emotionally and behavioral supports for students to ensure they remain engaged in their learning.

Another opportunity is for the staff to fully implement The Framework for Teaching by the Danielson Group. With the addition of many new staff members, professional development is needed. The Framework for Teaching was chosen because it is research-based and allows for teacher feedback, collaboration, and professional development opportunities.

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Improvement	Timeline	Reporting
PBIS Training	Site Admin and PBIS Team	LACOE	Train the Trainer PDs on Campus Walk Throughs Student Behavioral Data Grades	The 2018-2019 School Year	Student Behavioral Data, Grades Board Reports, PLC Meeting Minutes Parent Groups (ELAC, SSC) Teacher Reflections Implementation data
The Framework for Teaching	Site Admin and Superintendent	Research and materials from the Danielson Group	Formal and Informal eval of teachers Lesson Planning Walk Throughs Conferencing with teachers	The 2018-2019 School Year	Teacher Reflections Teacher Eval Reports Board, Superintendent Reports, Parent Groups (ELAC, SCC), implementation data

Teachers were given tools and resources to meet Academia Moderna’s student needs both academic and motivational. Staff development focused on the International Baccalaureate Primary Years Program (IB-PYP). Teachers received training on Literacy, Mathematical Practice Standards, and PYP essentials and unit building. Both Dr. Valenzuela and Mr. Warren attended these trainings to ensure continuity and focused goal to ensure full implementation and fidelity to IB-PYP.

The communication systems in place at Alta Public Schools show a further commitment that student achievement is discussed at all levels within the organization. The community of educators working at Alta Public Schools (and at Academia Moderna) are committed and focused on providing a world-class education to all students. The IB-PYP learning model drives Academia Moderna’s students, families, community and staff to align their belief that all students can learn.

Alta Public Schools operates three separate charter schools, Academia Moderna (AMCS), Prepa Tec Los Angeles Middle School (PTLAM) and Prepa Tec Los Angeles High School (PTLAH), which is authorized by California Department of Education. Among the many services Alta’s Central Office provides is fiscal management and reporting. AMCS is entering its third round of charter petitioning with LAUSD with a significant Net Assets balance of \$1,485,722 (per FY18

UAR). AMCS also enjoys a Current Ratio of 7.56, a DSCR of 1.59 and a low facility cost per ADA of \$692, demonstrating a strong fiscal position.

D. STUDENT POPULATION TO BE SERVED

Academia Moderna is a Los Angeles Unified School District independent public charter school that serves students from grades TK/K through 5th grades. Academia Moderna has been envisioned as a public institution to address the urgent need to provide a rigorous curriculum through the International Baccalaureate Program providing opportunities for our students in the community of the City of Huntington Park; City of Cudahy and Bell to the East; unincorporated Walnut Park and Los Angeles to the West; and to the South the City of South Gate. While this target community has many municipal jurisdictions, it is essentially and demographically the same community.

Academia Moderna is a school that models the lessons of the International Baccalaureate curriculum of inclusiveness and recognition of a common humanity. With this model in mind, we continue to be a school that serves one and all that walk through our doors. We continue to serve a representation of the ethnically, culturally and socioeconomically diverse populations of Los Angeles County and the contiguous and adjacent Southeast cities of South Gate, Walnut Park, Huntington Park, Bell and Cudahy. The Charter School attracts students from many surrounding cities encompassing private and public school students that prefer a learning experience in a non-traditional, personalized learning environment that focuses on academics, character-development and creating world citizens.



As indicated above, our students come from over fifty-two (52) different elementary schools in and around the LAUSD; most come from our traditional target community of Southeast LA County and the City of Los Angeles' communities of Florence-Firestone, South Los Angeles and Watts. For this reason, Academia Moderna serves all types of learners. In our last four years we received a high percentage of students coming from schools that have traditionally underperformed

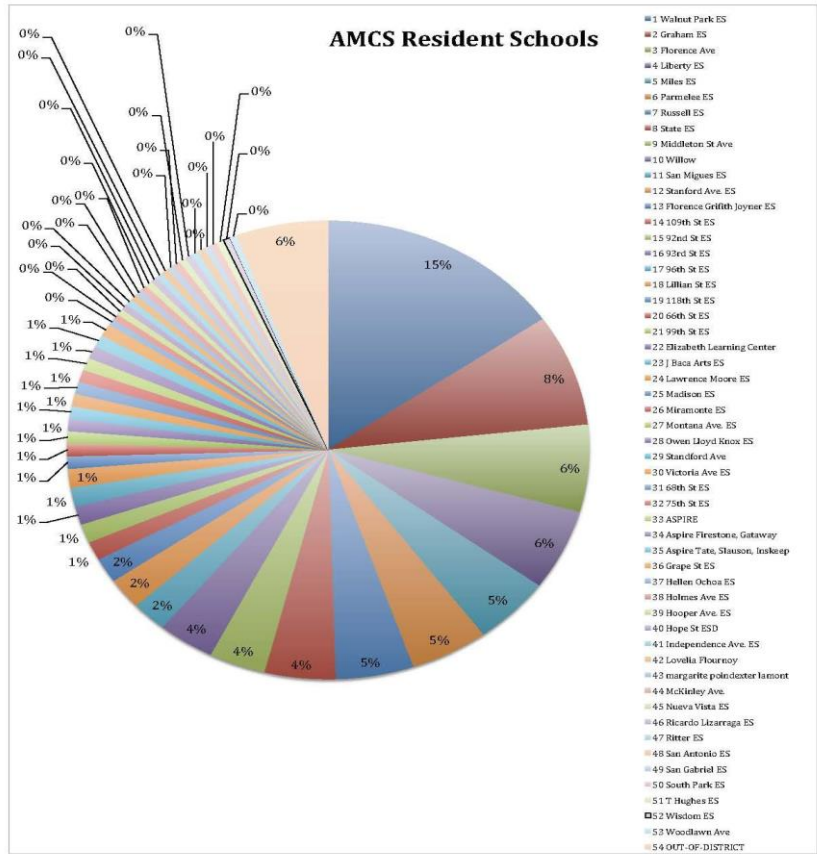
academically or that do not provide the quality of care that Academia offers through its LRFL culture and the IB program. Academia Moderna is a Title I school with 89.6% qualifying for the Free or Reduced meals program.

Generally, all the communities that we serve fall in the category of “low-income”, as depicted in our Walnut Park community profile, which serves as the demographic representation for the larger community.

DEMOGRAPHIC PROFILE WALNUT PARK	
Poverty Rate	20.50%
Income	\$43,500
Households	15,917
Married w Children	1,360
Single-Parents	1,315
English at Home	6.90%
Spanish at Home	91.40%
Foreign born	49.80%

Community Educational Profile

Academia Moderna students are those that enjoy the experience of an academically rigorous program, small classes, strict character education, and an international approach to learning. Our students come from more than fifty surrounding schools, depicted in a table below, with varied educational programs and varied academic performance levels. It is noted that the community is mared by a pervaliance of low educational attainment and a culture such as this where almost half of people in the community has less-than a high school educaiton has to change. Academia Moderna endeavors to change this academic attanment profile one student at a time.



Academia Moderna’s student ethnic population is primarily Hispanic or Latino. With 99.4% of students identifying as this ethnicity, Academia serves significantly more Hispanic or Latino children as compared to LAUSD and LA County.

Name	Total	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Declined to State
Academia Moderna	467	0%	0%	0%	0%	99.4%	0%	0.4%	0.2%	0%
LAUSD	621,414	8.1%	0.2%	3.7%	1.9%	74.1%	0.3%	10.1%	1.3%	0.3
LA County	1,492,652	7.5%	0.2%	7.7%	2.2%	64.9%	0.3%	14.1%	2.3%	0.8%

As outlined above in our Community profile, Academia Moderna served a large number of “economically disadvantaged” students at 93.6%. Additionally, Academia Moderna serves a large number Special Needs students at 8.8%, which is lower than LAUSD’s 12.5%, and 44.1% English Learners, which higher than LAUSD’s 23.1%.

ACADEMIA MODERNA SUBGROUPS	ENROLLMENT	PERCENTAGE
ENGLISH LEARNERS	206	44.1% / 23.1%
FOSTER YOUTH	3	0.6% / 0.6%
HOMELESS	14	3.0% / 23.5%
MIGRANT	0	0% / 0.1%
STUDENTS WITH DISABILITIES	41	8.8% / 12.5%
SOCIOECONOMICALLY DISADVANTAGED	437	93.6% / 82.3%
ALL STUDENTS	467	100%

As indicated in the previous section, Academia Moderna's ELA performance is either on par or exceeds the comparative the top five (5) Resident Schools. Comparing Walnut Elementary School's data shows that Academia Moderna's performance is higher during the 2016-2017 academic year for overall ELA (32.35% vs. 23.30%) and the Low Socio-Economic subgroup is also higher (31.63% vs. 23.30%). Achievement Level Distribution Overtime data showed that both site are fairly close. Academia Moderna grew a little more between 3rd and 4th grade (58 points vs. 40 points). In 2017, 4th grade students had higher performance results with Standards Met and Exceed at 38.75% vs. 25.58%

Academia Moderna's ELA performance has outperformed Graham Elementary School in the 2015-2016 and 2016-2017 school years in the overall category, Latinos, English Learners, and Low Socio-Economic subgroups. Achievement Level Distribution Overtime data displayed that Academia Moderna has higher Mean Scores and higher Standards Met and Exceed.

Academia Moderna's ELA performance for ELA compared to Florence Avenue Elementary School has resulted higher results for the subgroup English Learners during the 2015-2016 school year (7% vs. 3%). In the 2016-2017 school year Academia Moderna outperformed Florence Avenue in the Latino subgroup population (31.78% vs. 29.38%). Achievement Level Distribution Overtime data shows that Academia Moderna was on par with Florence Avenue for 4th grade Mean Scores and exceed with Standards Met and Exceed (38.75% vs. 34.07%).

Academia Moderna's ELA comparison with Liberty Boulevard Elementary School shows that during the 2015-2016 academic year the English Learner subgroup yielded higher results (7% vs. 5%). Academia Moderna's overall proficiency scores are on par with Liberty Boulevard's (25% vs. 26%).

During the 2016-2017, Academia Moderna yielded higher performance results in overall performance, Latino, and Low Socio-Economic subgroups. Achievement Level Distribution Overtime data shows that Academia Moderna's 4th grade Means scores are higher than Liberty Boulevard (2435.7 vs 2395) and performance at the Standards Met and Exceed (38.75% vs. 19.39%).

Academia Moderna's ELA comparison performance with Miles Avenue showed that for the 2015-2016 school year, both sites had the same proficiency score for English Learners (7%). The 2016-2017 academic year showed that Academia Moderna demonstrated higher results in overall performance (32.35% vs. 29.85), Latino (31.58% vs. 30%), and Low Socio-Economic (31.33%

vs. 29.71%) subgroups. Achievement Level Distribution Overtime data shows that Academia Moderna's Mean score was close for 4th graders (2435.7 vs. 2442.6), and out-scored Standards Met and Exceed for 4th graders (38.75% vs. 36.47%).

The overall trends and patterns show that Academia Moderna provides a solid education program (International Baccalaureate Primary Years Program) that matches or exceeds learning outcomes from comparison schools as shown below for the top five (5) Resident Schools.

All data in the following charts were retrieved from <https://data1.cde.ca.gov/dataquest> and <https://caaspp.cde.ca.gov/sb2018/Search>

Walnut Park Elementary						
Met or Exceeded ELA Current Reality				Achievement Level Distribution Over Time		
Subgroup	2015-2016	2016-2017	2017-2018		3rd Grade (2017)	4th Grade (2018)
All	28%	23.30%	31.30	Mean Scale Score	2349.6	2426.0
Latinos	28%	33.30%	31.34	Standard Exceeded: Level 4	4.20	6.90
English Learners	3%	5.08%	17.78	Standard Met: Level 3	10.08	17.24
Low Socio-Economic	28%	23.33%	31.19	Standard Nearly Met: Level 2	18.49	32.76
Disability	6%	6.66%	19.35	Standard Not Met: Level 1	67.23	43.10

Graham Elementary						
Met or Exceeded ELA Current Reality				Achievement Level Distribution Over Time		
	2015-2016	2016-2017			3rd Grade (2017)	4th Grade (2018)
All	20%	22.46%	29.73	Mean Scale Score	2366.5	2412.4
Latinos	22%	22.46%	28.90	Standard Exceeded: Level 4	5.83	8.91
English Learners	3.45%	0.86%	27.89	Standard Met: Level 3	13.59	16.83
Low Socio-Economic	21%	21.70%	29.61	Standard Nearly Met: Level 2	25.24	25.74
Disability	13%	13.89%	11.90	Standard Not Met: Level 1	55.34	48.51

Florence Avenue Elementary						
Met or Exceeded ELA Current Reality				Achievement Level Distribution Over Time		
	2015-2016	2016-2017			3rd Grade (2017)	4th Grade (2018)
All	37%	40.32%	41.71	Mean Scale Score	2423.2	2467.3
Latinos	37%	29.38%	41.71	Standard Exceeded: Level 4	28.16	23.23

English Learners	3%	13.04%	7.62
Low Socio-Economic	36%	40.45%	41.71
Disability	0%	2.38%	7.69

Standard Met: Level 3	22.33	22.22
Standard Nearly Met: Level 2	22.23	20.20
Standard Not Met: Level 1	27.18	34.34

Liberty Boulevard Elementary						
Met or Exceeded ELA Current Reality				Achievement Level Distribution Over Time		
	2015-2016	2016-2017			3rd Grade (2017)	4th Grade (2018)
All	28%	30.36%	28.62	Mean Scale Score	2412.5	2429.2
Latinos	28%	30.27%	28.89	Standard Exceeded: Level 4	16.	11.54
English Learners	5%	6.32%	9.38	Standard Met: Level 3	27.	22.12
Low Socio-Economic	26%	30.14%	26.60	Standard Nearly Met: Level 2	30.	21.15
Disability	3%	6.67%	4.17	Standard Not Met: Level 1	27.	45.19

Miles Avenue Elementary						
Met or Exceeded ELA Current Reality				Achievement Level Distribution Over Time		
	2015-2016	2016-2017			3rd Grade (2017)	4th Grade (2018)
All	33%	29.85%	35.85	Mean Scale Score	2371.2	2427.4
Latinos	33%	30%	35.78	Standard Exceeded: Level 4	7.95	18.01
English Learners	7%	2.34%	3.7	Standard Met: Level 3	10.60	16.15
Low Socio-Economic	32%	29.71%	35.54	Standard Nearly Met: Level 2	31.13	18.01
Disability	5%	3.51%	6.56	Standard Not Met: Level 1	50.33	47.83

Cde.ca.gov Dataquest 2017

E. GOALS AND PHILOSOPHY

Our enrollment goal will be four hundred and eighty-six (486) students in grades TK/K through fifth (TK/K-5th). Each grade will consist of eighty-one students. The table below illustrates our enrollment plan.

Enrollment Plan

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
TK/K	81	81	81	81	81
Grade 1st	81	81	81	81	81
Grade 2nd	81	81	81	81	81

Grade 3rd	81	81	81	81	81
Grade 4th	81	81	81	81	81
Grade 5th	81	81	81	81	81
Total	486	486	486	486	486

Alta Data 2018

Our “WHY”

Embedded in Academia Moderna and Alta Public Schools’ brand is our purpose or our “why” - to open the doors of opportunity to all students of need through a world-class education - which is overlaid by our vision, mission and our objectives for each school. We:

LEAD Always - is inclusive leadership; we listen first, provide the tools for success, and measure for accountability.

RIGOR Always - in learning, communication, finances, operations, growth, and culture.

FAMILY Always - in all we do; we take care and investment in people.

LEARN Always - is introspection and dedication to the learning process.

Vision

Our vision Academia Moderna and APS is to create a center of transformative higher learning for all students in Southeast Los Angeles where they learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun.

Academia Moderna will be a school where authentic partnerships for continuous improvement between teachers, parents, community and students are authentic, and seek to prepare each student in grades nine through twelve for the challenges of the 21st century.

Academia Moderna will be a model U.S. school of lifelong learning where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability through the International Baccalaureate Primary Years Program (IBPYP).

Mission and Objectives

Academia Moderna’s mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century. We will fulfill our mission with:

In order to fulfill Academia Moderna’s mission, the acronym “LRFL” (Learn, Rigor, Family, and Lead) is implemented.



Lead is equivalent to Positive Student Character Development where students conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB programme is implemented. In addition, the school provides a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB programme is implemented.

Rigor relates to Standards-Based Instruction where the school will provide a model where students acquire and practice a range of essential skills that are Common Core Standards based, and implement the International Baccalaureate (IB) scope and sequences, merging all content standards, district, and site policies, to develop and use the best instructional practices that meet the varied needs of all students.

Learn corresponds to High Academic Achievement where students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning that will allow students reach high levels of academic achievement. Through the IB-PYP students learn how to be globally minded inquisitive learners applying the required content standards at each grade level.

Family is analogous with Community Participation where the school provides a space where students have the opportunity for involvement in responsible actions and social service in their local and world community implementing the IB programme, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community.

Philosophy

The Framework for Teaching from the Danielson Group is employed at Academia Moderna for mentoring, coaching, professional development and teacher evaluation. The Framework for Teaching supports Academia’s Mission and Vision because the complex activities of teaching require teachers use their own inquiries about curriculum, teaching and learning and apply them to the 21 century classroom. The four domains of the framework: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities are designed to enhance teacher professional practices. Within each domain components are provided to describe, define, and promote understanding.

These domains are also aligned to LRFL. Administrators and teachers that utilize this framework engage in reflective conversations around instructional practices. As a result teachers develop

leadership skills in making appropriate instructional decision for their students. Also, teachers are using various instructional strategies and methods that create rigorous learning opportunities for their students.

Through the learning process, teachers model lifelong learning attributes. As a result teachers and students are constantly learning from each other which creates a family of learners in each classroom. Each classroom becomes a family to their grade level, which in turns creates an entire school that values, respects, and cares for their own learning community and beyond Academia Moderna.

F. TO BE EDUCATED IN THE 21ST CENTURY

The characteristics of a “educated person” in the 21st century is a learner with the necessary skills to thrive in today’s society. Academia Moderna aims to follow the International Baccalaureate’s (IB) mission to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Academia Moderna has a primary focus on encouraging students to increase their level of intercultural understanding and respect in order to collaborate with and learn from an array of people from different backgrounds in order to truly thrive and enjoy their lives.

College and Career Readiness

Along with the characteristics mentioned above, being an “educated person” in the 21st century also includes being College and career-ready. Through a transdisciplinary approach embedded in the IB program, Common Core ELA and Math Standards, Next Generation Science Standards, and History-Social Science Standards are aligned to create Units of Study. In addition, the contents of Physical Education, World Language, and Visual and Performing Arts Standards are also taught. Mastery of rigorous knowledge and skills in academic disciplines at Academia Moderna provide students with the foundation of being literate individuals where they will be able to communicate effectively, problem solve, critically think, and analyze information and data.

Technology

The characteristic of being technologically literate ensures that a person is educated in the 21st century. Students at Academia Moderna use technology on a consistent basis. Each grade level and classroom has 1:1 computer access for students. Students get to use various educational programs that support core instruction on a daily basis. Students are informed about various databases to conduct research. They are also taught numerous multimedia programs and applications to develop presentations, projects, and other assignments. Before and after school students have access to a librarian, and computers. In the afterschool program, students are exposed to 3D printing, robotics, and other technological content that require the use of technology knowledge.

Character Development

Academia Moderna strives to educate citizens of the 21st century by implementing the International Baccalaureate Primary Years Program. The IBPYP program offers a framework for educating the whole person by asking students to consider the issues of the world and the knowledge and skills developed in the classroom in order to act upon opportunities for learning. The IBPYP program asks the student to consider issues and problems in their widest scope and to realize that good solutions often draw upon insights one has acquired from various sources. This means facilitating our students to recognize relationships between school subjects and the

world outside. Further providing Academia Moderna students to learn to combine relevant knowledge, experience and critical thinking skills to solve authentic problems.

Lifelong Learners

Educated persons of the 21st century have a love of learning that will enable them to be lifelong independent learners, so they can adapt quickly and easily to changes in core knowledge. They must be able to work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness, tolerance, respect and empathy are fostered. In addition, Academia Moderna must be an effective language user adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, respect for the truth, social and moral awareness.

G. HOW LEARNING BEST OCCURS

Students learn best when their physical, social, intellectual, aesthetic and cultural needs are met and nurtured. Academia Moderna, through the implementation of the the Primary Years Programme ensures that student learning is engaging, relevant, challenging and significant while nurturing our students. This is achieved through a commitment to student learning in a transdisciplinary context, embedded in the essential elements of the Primary Years Programme's curriculum framework. These essential elements are knowledge, concepts, skills, attitudes, action; all of which contribute to a learning experience that transcends the limitations of the subject areas to connect students to the real world.

The Academia Moderna classroom is a dynamic learning environment. The students move from individual work to group work, changing roles as they engage in different activities, working as a leader, initiator, a collaborating partner, and contributing member of a group. The teacher's role is to facilitate this changing dynamic so that each student's learning is observed, monitored and effectively supported when working individually and in groups. Mixed-ability grouping based on shared interests frequently supports collaborative learning during the transdisciplinary units of inquiry. It provides opportunities for students to work with others who provide different skill sets and perspectives.

Learning is a social act that reflects the community in which it is taking place. Academia Moderna's community is supportive; reflects an integrated spectrum of learners; and is committed to lifelong learning. "The most important aspect of education is not the imparting of specific knowledge, but rather the learning of how to find knowledge when it is needed, how to assimilate that knowledge, how to integrate that knowledge, and how to synthesize new ideas and solve problems," (Ertas 2000). This approach to community and learning is necessary to be effective for the student makeup at Academia Moderna. Academia Moderna employs several strategies to reach its diverse population of learners, including the inquiry based model of IB, collaborative discussions about strategies, RTI, PBIS, learning targets and effective monitoring.

The Primary Years Programme is largely constructivist in nature and operates under the belief that humans construct knowledge and meaning from their experiences. The International Schools Curriculum Project, the group of educators that initiated the PYP, relied heavily on their own experiences; having been trained within a variety of national systems, most of whom had taught within those systems before moving into the field of international education as practiced in international schools. These initial educators looked to theorists such as Vygotsky, Piaget, Bruner, Gardner, to provide philosophies that were in alignment with their expertise and perspectives.

Piaget's theory of constructivist learning has had wide ranging impact on learning theories and teaching methods in education.

Growth Mindset

Recent research shows that students with a growth mindset rather than a fixed mindset are more likely to be effective learners and attain good academic outcomes (Dweck, 2006). A growth mindset involves the belief that it is possible to be a successful student based on effort and not just innate qualities, such as intelligence. Additionally, academic mindsets are the “beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance” (Farrington et al, 2012). Several studies examined the ways in which International Baccalaureate (IB) schools and classrooms foster and develop students’ non-cognitive skills and, specifically, positive academic mindsets. Based on the study’s findings, IB practices can foster students’ growth mindsets, sense of belonging and self-confidence.

Alignment of Theory and the Needs of the Population

Beginning with building strong relationships, the deployment of the theories described above aligns with Academia Moderna’s population’s need. Students need educators who facilitate discovery learning through inquiry. This process build student’s ability to gain real world skills which will assist them as they grow into adulthood. Further, relying on growth mindset and the idea that believing in one’s self will equip Academea Moderna’s learners with a sense of the “I can do it” attitude. Finally, building assessment capable learners through self and peer assessment allow students to develop the necessary skills to self-check their work and collaborate with peers.

H. LCFF STATE PRIORITIES

As per the requirements of Education Code § 47605(b)(5)(A)(ii), including: Academia Moderna’s annual goals, for all pupils (i.e., school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time.

Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

For all LCAP Goals, Academia Moderna’s numerically significant subgroups include: Low Socio-economic, Latino, English Learners, and Students with Disabilities.

<i>LCFF STATE PRIORITIES</i>
<i>GOAL #1</i>

Implement Conditions for Learning to Include Appropriate Teacher Assignment: assuring all teachers are appropriately credentialed for the class to which they are assigned Sufficient Instructional Materials, Facilities in Good Repair, Implementation of State Standards, and Broad Course of Study.

Related State Priorities:
 X 1 4 X 7
 X 2 5 8
 3 6

Local Priorities:

Specific Annual Actions to Achieve Goal

- Academia Moderna determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance
- Students are receiving access to Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics (M), English Language Development (ELD), Next Generation Science Standards (NGSS), History-Social Science (HSS), Physical Education (PE), Visual and Performing Arts (VAPA), and World Language (WL). Training on standards implementation will be embedded into professional development sessions throughout the year.
 - Provide a broad course of study for all students which includes access to performing arts, 21st Century Skills, and skills necessary to be college and career ready.
- Site is maintained in good working order and repairs are conducted in a timely manner.
- *The site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification*
- Teachers will provide ELD instruction 30 minutes daily to English learners that focuses on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to CCSS.
 - Provide students access to the ELD standards
 - Maintain available ELD materials to effectively maintain the EL program
- The site will maintain an action plan to provide increased CCSS and ELD-standards aligned resources and materials to facilitate effective Designated and Integrated ELD instruction.
- The site will maintain partnerships with individuals and organizations to provide services for foster youth students.
- The District will maintain RFEP monitoring system to monitor student progress. Teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and math.
- The site will plan for additional staff development outside regular school hours regarding many topics, including CCSS, ELD, IB-PYP, early literacy intervention, and data driven instruction. Progress will be monitored toward student mastery as teachers, IB Coordinator, site administration. Professional development sessions build skills and collaboration with fellow educators.
- The site will maintain curricular materials to support literacy instruction.
- The site will maintain a library that enhances the IB-PYP curriculum and ensures all students have opportunities to access books at a variety of text complexity levels.
- Site will maintain student and staff access to up to date 1:1 technology devices.
- Site will maintain current level of access to Internet connected devices and provide additional access to account for growth

Expected Annual Measurable Outcomes

**Outcome #1:
Appropriately Assigned Credentialed Teachers**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	98%	100%	100%	100%	100%	100%
<i>English Learners</i>	98%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	98%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	98%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	98%	100%	100%	100%	100%	100%
<i>Latino Students</i>	98%	100%	100%	100%	100%	100%
<i>Students of Two or More Races</i>	98%	100%	100%	100%	100%	100%
<i>White Students</i>	98%	100%	100%	100%	100%	100%

Outcome #2: Students have access to standards aligned instructional materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%

Outcome #3: Percent of facilities are maintained in good repair

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%

<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%

Outcome #4: Implementation of California Standards

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%

Outcome #5: Implementation of Designated and Integrated ELD

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%

Outcome #6: Percentage of Students enrolled in a broad course of study

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%

<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%
Outcome #7: Percentage of Teachers implementing a Designated and Integrated ELD						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%
Outcome #8: Percentage of Teachers implementing a broad course of study						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES
GOAL #2

Increase pupil outcomes on all statewide assessment; SBAC, ELPAC, and EL
 Reclassification as measured by State-wide assessments.

*Related State
 Priorities:*
 1 4 7
 2 5 8
 3 6

Local Priorities:

Specific Annual Actions to Achieve Goal

- The site will maintain class size targets as negotiated to focus on addressing the needs students.
- The sites will maintain a tiered academic intervention program and special education program for students needing strategic and intensive interventions, including English learners.
- Site will maintain standards based curricular materials to support literacy and content instruction.
- Teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and math.
- Teacher will ensure that all content standards are incorporated into IB Units of Study (transdisciplinary approach).
- Site will maintain a process to regularly review the progress of ELs and LTELS to implement a master plan.
- Site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification.
- Site will maintain an action plan to provide increased CCSS and ELD-standards aligned resources and materials to facilitate effective Designated and Integrated ELD instruction.
- Integrated ELD instruction focuses on literacy across the content areas and is incorporated into IB Units of Study.
- Site will provide teachers with ELA and math scope and sequences.
 - Professional Development on Power Standards and Objectives
 - New Scope and Sequences are embedded into IB Units of Study.
- Site will plan for and expand opportunities for extended school year services on non-traditional school days (e.g. targeted summer school), if funding becomes available.

Expected Annual Measurable Outcomes

Outcome #1: CAASP P – Academia Moderna% Standard Met and Standard Exceed for ELA

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	33%	38%	43%	48%	53%	58%
<i>English Learners</i>	2.3%	7%	12%	17%	22%	27%
<i>Socioecon. Disadv./Low Income Students</i>	20.7%	25%	30%	35%	40%	45%
<i>Foster Youth</i>	*					
<i>Students with Disabilities</i>	8.3%	13%	18%	23%	28%	33%
<i>Latino Students</i>	33%	39%	44%	49%	54%	59%
<i>Students of Two or More Races</i>	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*

Outcome #2: CAASPP – Academia Moderna % Standard Met and Standard Exceed for Math

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	30.3%	35%	40%	45%	50%	55%
<i>English Learners</i>	6.7%	11%	16%	21%	26%	31%
<i>Socioecon. Disadv./Low Income Students</i>	23.3%	29%	34%	39%	44%	49%
<i>Foster Youth</i>	*					
<i>Students with Disabilities</i>	21.7%	26%	31%	36%	41%	46%
<i>Latino Students</i>	30.3%	37%	42%	47%	52%	57%
<i>Students of Two or More Races</i>	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*

Outcome #3: Reclassification rate for EL

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>English Learners</i>	23.4%	25%	25%	25%	25%	25%

LCFF STATE PRIORITIES

GOAL #3

Ensure parent involvement, pupil engagement, and a positive school climate are occurring.

<i>Related State Priorities:</i>		
<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/>
7		
<input type="checkbox"/> 2	X 5	<input type="checkbox"/>
8		
X 3	X 6	
<i>Local Priorities:</i>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Specific Annual Actions to Achieve Goal

1. Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site
2. Site will provide timely interventions when students reach the threshold for absenteeism and tardiness.
3. Sites will utilize intervention resources including administration, community counseling services, intervention specialists
4. Provide Positive behavioral interventions to address student behavioral needs
5. Site will maintain a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between, administration, staff, students, parents/guardians and the community.

Expected Annual Measurable Outcomes

Outcome #1 The school will offer 12 opportunities for parents to interact with the school. These opportunities include: Back to School Night, Open House, Coffee with the Principal, and Town Hall meetings.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

Parent and Stakeholders	10	12	12	12	12	12
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Outcome #2: Attendance Rate – 95%						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	95.8%	96%	96%	96%	96%	96%
<i>English Learners</i>	94.4%	95%	95%	95%	95%	95%
<i>Socioecon. Disadv./Low Income Students</i>	96.7%	97%	97%	97%	97%	97%
<i>Foster Youth</i>	*	*	*	*	*	*
<i>Students with Disabilities</i>	92%	95%	95%	95%	95%	95%
<i>Latino Students</i>	95.9%	96%	96%	96%	96%	96%
<i>Students of Two or More Races</i>	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*
Outcome #3: Suspension Rate - < 1%						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	0%	0%	0%	0%	0%	0%
<i>English Learners</i>	0%	0%	0%	0%	0%	0%
<i>Socioecon. Disadv./Low Income Students</i>	0%	0%	0%	0%	0%	0%
<i>Foster Youth</i>	0%	0%	0%	0%	0%	0%
<i>Students with Disabilities</i>	0%	0%	0%	0%	0%	0%
<i>Latino Students</i>	0%	0%	0%	0%	0%	0%
<i>Students of Two or More Races</i>	0%	0%	0%	0%	0%	0%
<i>White Students</i>	0%	0%	0%	0%	0%	0%

I. STUDENTS AS SELF-MOTIVATED LIFELONG LEARNERS

Academia Moderna’s goals will enable students to become and remain self motivated, competent life-long learners in several ways. Academia Moderna’s teachers create environments which are interactive, inviting, safe, challenging, personalized, and supportive. The environment allows questioning, patience, fosters open-mindedness and allows students to develop a high level of trust and confidence.

Academia Moderna’s teachers are able to clearly identify essential knowledge, understanding, concepts, and skills for their grade levels. Teachers create environments which encourage collaboration, teamwork, creativity, innovation, and understanding through the Primary Years Programme framework. The skills that students are able to develop in order to become competent and motivated through the curriculum at Academia Moderna are problem solving, communication, teamwork and technology innovation.

Goal 1

By the end of June 2024 all third through fifth grade student subgroups will show a 5% increase in their proficiency of ELA and mathematics each year as measured by the Smarter Balanced Assessment.

Goal 2

By the end of June 2024, all students designated as English Learners will increase in their proficiency of English Language Development by one level each year as measured by the ELPAC Assessment.

Goal 3

By the end of June 2024, the student reclassification rate will increase by 25% and each year as measured by the Reclassification Criteria found in the EL Master Plan.

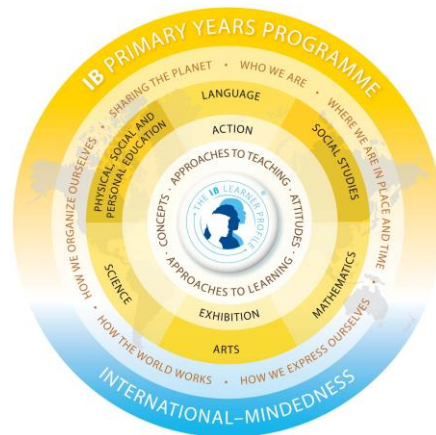
Whole Program Continuum

Academia Moderna’s PYP program is the beginning of a three program continuum. This IB continuum of international education for 3-19 year olds is unique due to its academic and personal rigor. Academia Moderna challenges students to excel in their studies and in their personal growth while aiming to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. Academia Moderna, as the first part of the IB continuum, aspires to help develop well-

rounded students with character: students who can respond to challenges with optimism and an open-mind; students confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world, complex and unpredictable situations.

J. INSTRUCTIONAL DESIGN

As an authorized IB Primary Years Programme World School campus, the overall curricular design is for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.



The instructional design addresses students' academic, social and emotional well-being, encourages students to develop independence and to take responsibility for their own learning, supports students' efforts to gain understanding of the world and to function comfortably within it, helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

Curriculum Model

IB updates its curriculum model and is continuously improving and adjusting based on the latest educational research and balancing it with research and learning theories that continue to remain relevant and provide authentic learning opportunities for students.

The PYP curriculum model is dependent on a commitment to a particular belief about how children learn, encapsulated most clearly in the constructivist approach. It is acknowledged that learners have beliefs about how the world works based on their experiences and prior learning. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As we strive to make meaning of our lives and the world around us we travel continually on the cyclic path of constructing, testing, and confirming or revising our personal models of how the world works.

“Generally speaking, constructivists, including Vygotsky, Piaget, and Dewey define learning as the creation of meaning that occurs when an individual links new knowledge with ... existing knowledge” (Williams and Woods 1997: 29).

Consequently, when planning to teach it is important to ascertain students' prior knowledge, and provide experiences through the curriculum and through the environment that give them opportunities to:

- test and revise their models
- make connections between their previous and current perceptions
- construct their own meaning

Inquiry

Inquiry is the process initiated by the student or the teacher that moves the student from his or her current level of understanding to a new and deeper level of understanding. Inquiry takes place at the knowing/not knowing intersection (Wells Lindfors 1999) and can take many forms, including:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways.

Inquiry involves an active engagement with the environment in an effort to make sense of the world, and consequent reflection on the connections between the experiences encountered and the information gathered. Inquiry involves the synthesis, analysis and manipulation of knowledge, whether through play or through more formally structured learning.

PYP Transdisciplinary Themes

The six transdisciplinary themes of the Primary Years Programme provide the opportunity to incorporate local and global issues into the curriculum. The themes are:

- **Who We Are** - Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human
- **Where We Are In Place and Time** - Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives
- **How We Express Ourselves** Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
- **How The World Works** - Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves** - Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

- **Sharing The Planet** - Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. In addition all PYP students have the opportunity to learn more than one language and participate in the arts and physical and health education. Spanish will be the chosen language at Academia Moderna as this is the “mother tongue” of our students. The teacher teaching the class will be appropriately credentialed. These transdisciplinary themes help teachers to develop a programme of inquiries–investigations into important ideas and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks. Teachers organize the California standards and Common Core standards thematically in collaborative teams to ensure a high quality of education for their students. Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education.

Specifically, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design and the IBPYP), (2) align appropriate assessments to the standards and IBPYP assessment criteria, (3) implement instructional experiences that are aligned to standards and reflect research based best practices, such as strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and 4) analyze student achievement outcomes to determine effectiveness. These design strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students, such as our target population. The following provides a detailed description of the instructional design process to be implemented at Academia Moderna.

Backward Design is an instructional design method with a strong research base currently being employed in efforts to reform educational curricular development across the nation, originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe. This method of instructional planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. This process supports the teaching and learning philosophy and practices in the IBPYP. There are four distinct stages to the backwards design process that Academia Moderna will use. The four stages are as follows:

Stage 1: Unpacking and Prioritizing Common Core State Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize Common Core State Standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - o Level of thinking (based on Webb’s Depth of Knowledge) required by students to reach mastery of the standard (this will be tied to creating assessments)

o Percentage of questions from the SBAC exam that relate to each strand of the standards (this will be tied to creating assessments)

o Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (formative/summative) to Common Core State Standards and IBPYP Assessment Criteria

Teachers will design effective assessments that are aligned to standards and IBPYP criteria. They will provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify a variety of assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard and IBPYP assessment criteria
- Establish and articulate clear criteria for reaching proficient performance on standards by using IBPYP rubrics

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans and IBPYP units of study
- Exploring how all learners (including ELs, special needs, and GATE students) vary in their readiness, interests and learning profiles)
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

- Using professional learning communities (PLCs) to collaborate on unit development, lesson planning, vertical alignment and delivery of instruction
- Examining student work over a sustained period of time
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which instructional materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing collaborative conversations horizontally and vertically at Academia Moderna.

Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in a variety of focus areas, such as lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Curriculum and Instruction

Academia Moderna’s curriculum program utilizes the International Baccalaureate (IB) Primary Years Programme (PYP) as a framework. The PYP is flexible and Common Core ELA and Math Standards, Next Generation Science Standards, History-Social Science Standards, World Language Standards, Visual and Performing Arts, and Physical Education Standards are embedded into the six transdisciplinary themes that are taught throughout the year. Kindergarten has the option of completing four transdisciplinary themes instead of six.

Content Standards are taught using the following instructional materials:

Content	Publisher	Text
English Language Arts (ELA)	McGraw-Hill	Wonders
English Language Development (ELD)	McGraw-Hill	Wonders
Mathematics	Engage NY	Eureka Math
History Social-Science	Learn to Live	Studies Weekly
Science	Science California Edition	Harcourt
Art	CDE	Visual and Performing Arts Content Standards for California Public Schools Framework
Physical Education	CDE	Physical Education Model Content Standards for California Public Schools Framework
Mandarin/Spanish	CDE	World Language Content Standards for California Public Schools Framework
Library Studies	CDE	Model School Library Standards for California Public Schools

English Language Arts (ELA)

The ELA content standards sets forth what it means to be a literate person in the 21st century. At Academia Moderna students are given the foundational literacy skills that will enable them to be college and or career ready when they graduate high school. During ELA core instructional blocks the Common Core State Standards (CCSS) are paced and embedded into the IB Units of Study. Each strand (Reading, Writing, Speaking and Listening, and Language) is taught in an integrated fashion to provide multiple opportunities and exposures to ensure grade-level mastery.

Through the ELA shift of Learning Progressions, each year students are able to deepen critical reading skills, express their thoughts effectively in written (opinions, information explanatory, and narratives) and verbal informal and formal settings/formats, inquire and research topics all grounded in evidence. Students are given opportunities to integrate technology to enhance their reading, writing, and research skills. Because students have a 1:1 ratio of student to computer, opportunities such as using intervention programs, Microsoft and Google products, and research on the internet are afforded. Students can easily integrate the use of technology within their program.

At the end of the 2017 - 2018 academic year, the teachers examined the ELA CCSS to develop a scope and sequence that contained “power standards”. Teachers deconstructed their standards, examined student achievement data, IB Units of Study, and formative assessments to determine their grade-level “power standards”. Throughout the year examination of student assessments (formative and summative), grades, and reflection data are used to determine effective instruction, differentiation, and reteaching opportunities.

English Language Development (ELD)

English Learners (EL) face challenges in developing their proficiencies in English. The CA ELD Standards are designed to support literacy progressions as students engage in rigorous content standards. The CA ELD Standards align closely with the ELA CCSS with key knowledge, skills, and abilities so EL students become college and or career ready.

Designated and Integrated ELD instruction is provided at Academia Moderna daily. Designated ELD is a set time during the day where a skilled teacher used the CA ELD Standards as the focus to build, develop, and practice critical language skills needed for content learning in English. Depending on student need, each student is given between 30 and 60 minutes of Designated ELD protected time. EL students are given differentiated instruction based on their ELD Level (Emerging, Expanding, or Bridging). Students are also given Integrated ELD instruction throughout the day that is embedded within all subject matters. The CA ELD Standards are used integrated with the ELA CCSS Standards to ensure students strengthen their literacy development. Academia Moderna’s schedule permits intentional integrated literacy development within Science and History Social-Science contents.

Student placement for ELD instruction is based upon ELPAC assessment scores. The incoming Kindergarten students were given an ELPAC assessment after enrollment.

Mathematics

Mathematics is infused at Academia Moderna in the IB Units of Study. The Common Core State Standards: Mathematics (CCSSM) emphasizes a focus on conceptual understanding, procedural fluency, and application of Mathematics in and outside of a classroom setting. Next, CCSSM stresses coherences so students are able to make connections within their grade level standards and across grade levels as content is built in a learning progression. Lastly, the standards require that rigor is applied to conceptual understanding, procedural skills and fluency, and application approach. Academia Moderna lays the Mathematical foundation for students so they will be able to be college and or career ready.

Academia Moderna instructs Mathematics from a balanced approach incorporating both content and Mathematical Practice Standards (MPS). Conceptual understanding, fluency, and application are taken into consideration when teachers plan Mathematic content into their IB Units of Study.

Through an inquiry process, students are able to make connections and see the coherence of Mathematic content that is currently being taught and how it impacts beyond their classroom.

Students achievement data (Formative and Summative), teacher and student reflections, grades, and professional development contribute to teachers' ability to plan, differentiate, and reteach CCSSM.

History-Social Science (HSS)

In July 2016, a new History-Social Science Framework was adopted. It was designed to support the CCSS ELA shift of Shared Responsibility. A set of standards was added to enforce disciplinary literacy in History-Social Science, Science and Technology contents areas. The new framework emphasizes inquiry-based, critical thinking, reading comprehension, expository writing, and promote citizenship. These educational tenants directly align with the IB PYP philosophy of challenging students to think for themselves and take responsibility for their learning as they explore local and global topics, and problems. The school will adhere to the framework's specific grade level themes.

The IB Units of Study require students to take six transdisciplinary themes to promote student agency. HSS content embeds critical thinking, understanding spatial relationships, chronological events, multiple perspectives, bias and collaboration. Through these explorations students are able to determine their own inquiry, and actions to take as they learn about historical concepts, cultures, and events. These literacy skills also directly align with the CCSS ELA and ELD Standards. HSS reading content exposes students to more informational primary and secondary texts experiences and media. When students are learning HSS they are getting Integrated ELD. Analytical reading, expository writing, speaking and listening, vocabulary and sentence structure are all part of the HSS opportunity.

Science

Academia Moderna has adopted the use of the Next Generation Science Standards (NGSS). Implementing NGSS prepares students to be college and or career ready. NGSS' shifts include Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. NGSS are student performances that clarify what students need to know and be able to at each grade level. NGSS are aligned, by grade level and cognitive demand with the CCSS ELA and CCSSM Standards. Like HSS Standards mentioned above, NGSS benefits from the set of literacy standards because of the literacy requirements of reading, writing, language, and critical thinking. Science is also taught with the intention of Integrated ELD where student gain more exposure to informational text and expository writing.

NGSS enables student to develop their critical thinking, inquiry-based, problem solving skills, which aligns with the IB PYP Units of Study. The transdisciplinary themes allow for the use of scientific inquiry to develop explanations of natural phenomena. Students can use technology to research important relationships and circumstances that they find interesting where they can make an impact on society. Students also are able to develop their informal science knowledge about how the world works when they attend the various field trips that Academia Moderna offers.

Art

The Visual Arts education at Academia Moderna is standards-based and taught under the strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Each strand contains specific standards. Visual Arts fits perfectly within the IB Units of Study because they allow students set goals, problem solve, inquire, imagine, and work collaboratively.

Academic rigor is built into Visual Arts education because students learn through active practice and participation, reading, researching, writing, and communicating about the arts. The IB Philosophy supports the metacognitive skill of reflection. Students receiving arts education requires them to be reflective with their creations, ideas, and observations.

Visual Arts education exposes students to additional opportunities to use technology. Arts-related programs and applications let students explore the dimensions of artistic expression in digital formats. These skills can be of value in the future because California has a major stake-hold in the vast entertainment industry.

The fifth strand of arts education is especially important because it allows students to make interrelated associations and apply artistic learning and concepts to all subject areas. For example, students use their visual perception skills in art which can be applied to examine charts, graphics, and maps. Through literature and informational text reading in their core content areas the topic of art appears. Art also allows the representation and respect to the multiply cultures that students are exposed to at school.

Physical Education

The Physical Education that students receive at Academia Moderna is a necessary component to their overall health and wellbeing. Education Code Section 51210 requires 200 minutes of physical education every ten days for grades one through six and Academia Moderna meets this requirement. It is important that students master fundamental movement skills so they can maintain dexterity for a lifetime. Being active allows students to develop patterns of physical activity, teamwork, and a healthy lifestyle.

The five standards (Standard 1: motor and movement patterns, Standard 2: knowledge of movement concepts, principles, and strategies, Standard 3: assess and maintain physical fitness to improve health and performance, Standard 4: knowledge of physical fitness concepts, principles, and strategies to improve health and performance, and Standard 5: demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity) guides the Physical Education, knowledge, skills, and attitudes students need to understand movement, health and fitness, and cooperation.

Through their exposure to Physical Education Academia Moderna students get to develop a level of physical fitness, effectively communicate, critically think and strategize, and reflect. These competences are in direct alignment with the IB PYP Philosophies. When students get more practice using these skills in different contents they become further engrained which allows them to be apply across varied contexts. Furthermore the different activities that students partake in allow them to obtain an international perspective on activity, health and sport.

World Languages

Students at Academia Moderna currently learn Mandarin at the beginning level. Due to Spanish being the “mother tounge” IB recommends that students utilize this language as the primary second language to be delivered. In accordance with their recommendation, AMCS will move to offering Spanish. As part of the IB Programme and Philosophy, mother-tongue literacy proficiency is stressed. Academia Moderna’s population would greatly benefit from having their students master Spanish and English and truly be bilingual instead of being semi-literate in their mother-tongue.

Regardless of what World Language is being taught at Academia Moderna, the emphasis is to ensure the teachings of language is standards driven. Having students converse and use language effectively allows them to move across geographic limits, and permit relationships with different types of people. This global mindedness is embedded in the IB PYP Programme. Through the IB Units of Study students are required to think beyond their immediate environment and recognize their common humanity and shared worldly responsibilities. Students are asked to problem solve about topics of interest and take action. Exposure to a World Language, lets students learn about culture, geography, customs, and literacy. These learnings can be incorporated into lines of inquiry where students can establish links between subjects to create a project-based learning experience.

The World Language that is taught at Academia Moderna follows the stages of linguistic and cultural acquisition that the standards are categorized: Content, Communication, Cultures, Structures, and Settings. Each category is taught entwined to ensure students receive a robust educational experiences. In addition, each category is further delineated by Stages (I - IV) so instruction can be differentiated based on students' ability to as they move through the Language Learning Continuum (Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 2003).

In their studies students will learn how to speak, write, speak, and comprehend a World Language. Students will learn how to apply their language skills to real-world situations. Students also get to use technology during their learning of a World Language. Language programs, internet searches, and speech programs allow students to learn, practice, and inquire at their own pace.

Library Studies

Students at Academia Moderna have regular visits to the site's library. A school library can help students further develop skills and knowledge that will help them become information literate. Students need the skills to access, evaluate, use and integrate information. These skills are mentioned in the CCSS ELA Standards and allow students to apply them to the IB PYP Units of Studies. The library and what happens in it supports students throughout the year to develop the proficiencies they need for their inquiries. Plagiarism, copyright matters, and citing can be taught in the library in realtime as students develop projects, investigations, and retrieve information.

When students visit the library they are exposed to the four concepts that make up the standards that go across all grade levels. The standards that students are taught in the library are: 1. Student access information, 2. Students evaluate information, 3. Students use information, and 4. Students integrate information literacy skills into all areas of learning. Depending on the purpose of the visit, students learn that the standards are not stand-alone and are integrated into the contexts of them being in the library.

A new addition to the library this year is the use of technology. There are computers for students to use to search for a variety of information that is available in print, media, and digital formats. The increased role of approaches to learning (ALT) skills that are apart of the IB PYP Programme, means that the library at Academia Moderna is central to students success. Personal projects, inquiries, and exhibitions all get supported to ensure that meaningful collaboration between ideas and information is in place.

College and or Career Readiness/Standards Integration

The implementation of CCSS ELA, CCSSM, HSS, NGSS all require a greater focus on literacy development. The structure of all of these standards have may commonalities in terms of rigorous reading of complex texts, more intentional writing assignments that are rooted in text and

evidence, speaking and listening to ensure students can express themselves, and use language standards that show mastery in writing and speaking opportunities. If students are intentionally taught these standards and are given multiple exposures daily, they will provide a strong foundation that will produce literate IB Scholars. In addition, students will also have the foundational knowledge and skills to be college and or career ready.

K. INSTRUCTIONAL METHODOLOGY

The instructional methods and strategies used at Academia Moderna are centered on learners, develop effective approaches to teaching and learning, work within global contexts, helping students understand different languages and cultures and explore significant content and develop disciplinary and interdisciplinary understanding. This is achieved by engaging students in problem based learning, inquiry cycles, student led seminars, different collaborative tasks and highly structured small group learning engagements. Specific instructional strategies include but are not limited to:

1. PYP Curriculum Interactive Engagement Wall in each classroom (visibly documenting what students are learning)
2. Academic vocabulary and language, including the use of complete sentences - Ensuring the use of academic vocabulary in all of the classrooms followed by teachers requiring student responses to be in complete sentences.
3. Formative Feedback, student self-assessment - Using formal and informal formative feedback for teachers to use in guiding instruction. Formal feedback is accomplished through the use of NWEA and other teacher created formative assessments. Informal formative feedback is accomplished through checking for understanding, exit tickets, and other methods to assist the teachers in modifying instruction in the moment to meet the needs of the students. Students will also be trained in providing feedback to themselves based on a set criteria. This will enable the students to own the learning.
4. Close reads, read-alouds, three-tiered vocabulary - using the Close Reading process helps students to deeply comprehend what they are reading. This process will assist students in identifying the meaning of the narrative and applying concepts to other situations.
5. Cooperative learning -Within each classroom, students will be effective at working together to accomplish a common goal. Strategic group design will allow students to be flexibly grouped based on the needs of particular students.
6. Project-based learning and discovery/inquiry-based learning - Using the components of an IBPYP education, students will be able to test hypotheses and employ project based learning. Further, at the end of every unit, students have the ability to showcase their learning through a project.
7. Direct instruction - There are times that a direct instruction model of teaching is best to ensure students have the foundation necessary in order to move through the curriculum. When deploying this strategy, teachers will use the "I do, You do" framework.
8. Reading and writing across the curriculum - Every teacher is a teacher of literacy at Academia Moderna. The role that written communication plays with the IBPYP program is significant. Therefore, writing is a key component to student learning.

Curriculum

Curriculum is delivered in a manner that transforms students as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need while helping students explore and construct their own personal and cultural identities. Instructional methods allow students in all grade levels to draw

on their prior knowledge, provide provocation through new experiences, and provide opportunities for reflection and consolidation of learning.

This approach respects students' developing ideas about how the world works. It encourages them to question, consider and refine their understanding of the social and natural world. Collaboration is a key part of planning; all teachers are engaged in the planning process, defining the curriculum's central ideas, discussing how best to bring inquiry into those ideas in the classroom, and finding ways to meet the needs and interests of every student.

L. IB INSTRUCTIONAL PLAN IMPLEMENTATION

Academia Moderna's faculty designs standards-based instruction using the principles of backwards design to align appropriate assessments to California State Standards and to IB. All curriculum is guided and driven by the Common Core State Standards and contextualized through the framework of the Primary Years Programme. This year, teachers will take part in a four-part professional development series. Make a distinct connection to instruction materials-how do teacher use the common core, creativity, formative and summative assessment, daily collaboration time, monitoring of the educational program-instructional rounds, teacher/peer observations, walkthroughs of principles, ESSA

Unpacking and Prioritizing CCSS

Teachers and administrators apply specific tools necessary to "unpack" and prioritize Common Core State Standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Academia Moderna ensures that teachers:

- Develops power standards for Math and English with each grade level
- Understand the three steps of the backward design process: identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners.
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the information

Aligning Formative and Summative Assessments to CCSS and PYP

Teachers design effective formative assessments when developing IB instructional units that are aligned to standards and IB PYP. They will provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Academia ensures that teachers:

- Identify a variety of assessment methods from which to choose when designing standards-based assessments
- Analyze content standards to determine the achievement target embedded within each standard
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards by using PYP rubrics

Differentiating Instruction to Meet the Needs of All Learners

Teachers design inquiry-based learning experiences that support all learners by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners
- Collaboratively writing effective standards-based lesson plans and through the PYP Program of Inquiry

Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

- Using professional learning communities to collaborate on unit development, lesson planning, vertical alignment and delivery of instruction
- Examining student work over a sustained period of time
- Analyzing achievement data from in-house and state-mandated tests

Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. This process will serve as the vehicle for ongoing collaborative conversations horizontally and vertically to continually improve instruction. Academia Moderna will monitor and ensure each phase of instruction outlines above is implemented effectively in the following ways:

- Provide professional development in order to unpack each stage of aligning standards-based instruction for all teachers.
- Professional development plans will indicate dates and outcomes when training teachers in unpacking and prioritizing standards, aligning formative and summative assessments, differentiating instruction, and review of achievement data.

IB Implementation Plan

Apart from school-wide data goals, Academia Moderna has developed an action plan based on the rigorous International Baccalaureate standards and practices to continue to develop the implementation and continued success of the Primary Years Programme.

Approaches to Learning Skills

Approaches to Learning focuses on giving students the tools to take responsibility for their own learning. These skills include planning, organizing and teaching skills and practices that students require to become successful learners and global citizens, while building on prior knowledge. Approaches to Learning (ATL) Skills are taught and practiced in each subject area daily. During unit development, teachers indicate the specific ATL skills they will target in each unit. It is imperative that students learn not only generic tools for inquiry, but those that are subject-specific skills as well as. A well-defined ATL framework will help develop the attitudes needed to make learning effective. The PYP identifies five overarching ATL skills: Communication, Thinking, Research, Self-Management, and Social Skills. In the Enhanced PYP, the sub-skills are defined by each individual IB-Authorized school. Below are the ATL skills and sub-skills used at Academia Moderna, but may be changed as the Units of Inquiry and the school population develops over time:

1. *Communication*
 - a. Listening, Speaking, Reading, and Writing clearly and effectively
 - b. Viewing and presenting with a wide range of visuals and multimedia to convey ideas effectively and appropriately for different audiences
 - c. Non-verbal communication skills
2. *Thinking*
 - a. Acquisition of Knowledge, application, analysis, synthesis, and evaluation of information, facts, ideas, and vocabulary.
 - b. Dialectical Thought to recognize and differentiate between multiple points of view
 - c. Metacognition to understand the thinking processes of others and self
3. *Research:*
 - a. Formulating questions and planning for inquiry

- b. Observing, collecting, and recording data in a variety of ways from multiple first and second-hand sources
 - c. Organizing and interpreting data to arrange in understandable forms to find relationships that emerge from data
 - d. Presenting research findings to show and explain results based on the data gathered to answer or generate more inquiries
4. *Self-Management*
- a. Fine and gross motor skills, spatial awareness, healthy lifestyle, and safety
 - b. Organization and time-management
 - c. Codes of Behavior and making informed choices individually and collectively
5. *Social:*
- a. Accepting responsibility in a variety of situations
 - b. Cooperating, respecting others, resolving conflict, and making group decisions to work toward aligned goals, agreements while being fair to all parties involved
- Adopting a variety of group roles to understand how to be a follower, leader, and learner.

M. TECHNOLOGY INTEGRATION

Through the Elementary and Secondary Education Act (ESEA) Academia Moderna ensures every student has the full educational opportunity to access technology in the classroom. With 1:1 Chromebook usages for every student, the the instructional program supports the development of technology-related skills through the use of research, projects and presentations, and the development of digital citizenship.

Teacher Technology Use

Teachers use technology at Academia Moderna as a learning tool and a support content as well as 21st Century Learners. While teachers have embraced the concept of “Connected Learning” where teachers make connections to technology interests of their students to bridge content standards and interests, they also have received professional development. For example, a teacher may ask a student to write an informational explanatory essay about how their favorite video game relates to the human body. Teachers also have created shared materials on Google so students can collaborate on a share project or interact with homework. Students are also able use various applications and programs that help them become more social aware, which aligns with the IB-PYP Philosophies of global mindedness. This allow students to use their Lines of Inquiry to provide a more focused personalized instruction for each student. Through these instructional activities students are learning new ways to communicate, connect, and engage with content and their peers.

Student Access to Technology

Through the IB-PYP Units of Study students are have daily exposure to technology. Students use Chromebooks to conduct research to support their transdisciplinary exploration inquiry. Teachers and the Librarian support students’ ability to develop the necessary skills to search the internet, find texts, and document their findings. Technology is also used at Academia Moderna for students to present their ideas in various forms. Students use Powerpoint, Prezi, and other multi-media formats and texts to share their lines of inquiry and ideas. Students also have access to programs to help close their achievement gaps such as ST math, curriculum embedded assessments, and teacher designed lessons on the web.

Student Use of Technology with Assessments

Students use technology to take assessments, receive instructional assistance, and learn digital citizenship. Each year, students in grades 3-5 take CAASPP assessment on computers. Students in grades TK-2 as well as students in grades 3-5 take the NWEA assessments in order for the instructional team to monitor student growth. Students take practice assessments on the computer to familiarize themselves with different computer functions and to build reading stamina. The curriculum programs that are used at Academia Moderna have support components that are technology based. Each year, students and parents sign an agreement that reinforces proper usage. Teachers and administrators constantly check when students are using technology to ensure that acceptable behavior occurs.

Effective Technology Use to Support Learning

Within the PYP Framework, teachers at Academia Moderna are continuously thinking about technology and how it functions in the learning community at school. Academia Moderna ensures that students' use of technology is evident but seamless in the curriculum, accessible to all learners and used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning. Technology use is also adaptive to many contexts; cultural, physical and educational. When technology is used in the classroom, it is supportive of intercultural understanding, global engagement and multilingualism.

N. TRANSITIONAL KINDERGARTEN

Academia Moderna offers a Transitional Kindergarten educational program. This program blending pre-school and kindergarten standards with high expectations based on the pre-school foundations making a bridge to success in kindergarten.

Transitional Kindergarten is the "gift of time" and children will be better prepared to succeed in kindergarten and beyond. Academia Moderna adheres to California EC 48000 (c)(3)(A) *In the 2014-2015 school year, and each year after that, a child who has his fifth birthday between September 2nd and December 2nd of the school year shall be admitted to a transitional kindergarten program maintained by the charter school.*

The Transitional Kindergarten schedule will follow the same daily schedule of Academia Moderna's kindergarten program. The Transitional Kindergarten schedule includes whole group instruction and activities, small group instruction, and independent "hands-on" learning as well as guided reading. Transitional Kindergarteners enjoy recess and lunch with their kindergarten friends and participate in a variety of activities throughout the year, including physical education, art, other than English language, and motor skills development complying with both the California State Standards and International Baccalaureate Primary Years Programme standards.

Curriculum

The subjects covered in the Transitional Kindergarten curriculum include Language Arts, Mathematics, History/ Social Sciences, Science, Fine Arts, ELD, other than English language, and P.E.. Academia Moderna uses the California State Standards set out by the California State Board of Education and follows them as well as the IB PYP standards when developing curriculum. The instructional facilitators, or teachers, are responsible for delivering both academic standards and social emotional welfare while supported and guided by the school's administration and the Superintendent.

By the end of the school year, the TK will be able to do the following with competency:

- Communicate effectively, become literate, and think critically

- Will learn the Common Core State Standards:
- Phonemic awareness, phonics and word knowledge
- Comprehension skills and strategies
- Inquiry skills strategies
- Writing and language arts skills and strategies

The following website indicates the Common Core State Standards Academia Moderna is committed to follow:

<https://www.murrieta.k12.ca.us/cms/lib/CA01000508/Centricity/Domain/24/TK%20CCC%20Standards.pdf>

Parents will be required to transport their child to school. Just like the traditional kindergarten program, daily attendance is important for children participating in the Transitional Kindergarten program.

All students entering transitional kindergarten are required, by the State of California, to complete a TB screening or test. The TB screening or TB test must be given within one year prior to transitional kindergarten entry. Parents or guardians will be requested to bring in writing, proof of dates that the test/screening was given and verified by a doctor, clinic, or Health Department. If the skin test result is 10mm or more of induration or positive, written indication of x-ray date and or statement that the child is free of communicable TB is required.

Immunizations

The immunizations that will be needed are the following: 4 DTaP, 3 Polio, 1 Hib (1 dose on or after 1st birthday, if not a 2nd dose is required), 3 Hepatitis B, 1MMR (1 dose on or after 1st birthday, if not, a 2nd dose is required), 1 Varicella. Parents or guardians that will want to be exempted from completing the child's immunizations, will be kindly reminded that no personal beliefs will exempt currently required vaccines according to Law SB 277. Academia Moderna will also enforce the students not meeting the above requirements, will not be enrolled until they comply.

O. ACADEMIC CALENDAR AND DAILY SCHEDULES

Daily Schedule for Transitional-Kindergarten/ Kindergarten			
Time	Mon, Wed, Thur, Fri	Time	Tuesday (early release day)
8:00 am - 8:20 am	Morning Meeting	8:00 am - 8:20 am	Morning Meeting
8:20 am - 8:50 am	ELA	8:20 am - 8:50 am	ELA
8:50 am - 9:10 am	Recess	8:50 am - 9:10 am	Recess
9:10 am - 10:00 am	Specials (rotation between Art, PE, Mandarin, Library)	9:10 am - 10:00 am	Specials (rotation between Art, PE, Mandarin, Library)
10:00 am - 11:00 am	Math	10:00 am - 10:50 am	Math
11:00 am - 11:40 am	Lunch	10:50 am - 11:30 am	Lunch
11:40 am - 12:40 pm	ELA	11:30 am - 11:50 am	Math
12:40 pm - 1:00 pm	Writing	11:50 am - 12:20 pm	ELD

1:00 pm - 1:30 pm	ELD	12:20 pm - 12:40 pm	Writing
1:30 pm - 2:15 pm	Literacy (Sci/Soc Sci)	12:40 pm - 1:15 pm	Literacy (Sci/Soc Sci)

Daily Schedule for First Grade			
Time	Mon, Wed, Thur, Fri	Time	Tuesday (early release day)
8:00 am - 8:20 am	Morning Meeting	8:00 am - 8:20 am	Morning Meeting
8:20 am - 9:50 am	ELA	8:20 am - 9:10 am	ELA
9:50 am - 10:00 am	Recess	9:10 am - 9:20 am	Recess
10:00 am - 10:20 am	Writing	9:20 am - 10:00 am	ELA
10:20 am - 11:10 am	Specials (rotation between Art, PE, Mandarin, Library)	10:00 am - 10:20 am	Writing
11:10 am - 11:20 am	Reflection	10:20 am - 10:50 am	ELD
11:20 am - 12:00 pm	Lunch	10:50 am - 11:10 am	Math
12:00 pm - 1:20 pm	Math	11:10 am - 11:50 am	Lunch
1:20 pm - 1:50 pm	ELD	11:50 am - 12:25 pm	Math
1:50 pm - 2:45 pm	Literacy (Sci/Soc Sci)	12:25 pm - 1:15 pm	Specials (rotation between Art, PE, Mandarin, Library)
		1:15 pm - 1:30 pm	Literacy (Sci/Soc Sci)

Daily Schedule for Second Grade			
Time	Mon, Wed, Thur, Fri	Time	Tuesday (early release day)
8:00 am - 8:20 am	Morning Meeting	8:00 am - 8:20 am	Morning Meeting
8:20 am - 9:10 am	ELA	8:20 am - 9:10 am	ELA
9:10 am - 10:00 am	Specials (rotation between Art, PE, Mandarin, Library)	9:10 am - 10:00 am	Specials (rotation between Art, PE, Mandarin, Library)
10:00 am - 10:50 am	ELA	10:00 am - 10:50 am	ELA
10:50 am - 11:00 am	Recess	10:50 am - 11:00 am	Recess
11:00 am - 11:40 am	Math	11:00 am - 11:30 am	ELD
11:40 am - 12:20 pm	Lunch	11:30 am - 12:10 pm	Lunch
12:20 pm - 1:00 pm	Math	12:10 pm - 1:10 pm	Math
1:00 pm - 1:20 pm	Writing	1:10 pm - 1:30 pm	Writing
1:20 pm - 1:50 pm	ELD		
1:50 pm - 2:45 pm	Literacy (Sci/Soc Sci)		

Daily Schedule for Third Grade			
Time	Mon, Wed, Thur, Fri	Time	Tuesday (early release day)
8:00 am - 8:05 am	Morning Meeting	8:00 am - 8:20 am	Morning Meeting
8:05 am - 8:55 am	Specials (rotation between Art, PE, Mandarin, Library)	8:20 am - 9:10 am	ELA
8:55 am - 10:35 am	ELA	9:10 am - 9:40 am	ELD
10:35 am - 10:45 am	Recess	9:40 am - 10:10 am	Math
10:45 am - 11:00 am	Morning Meeting	10:10 am - 10:20 am	Recess
11:00 am - 11:40 am	Math	10:20 am - 11:10 am	Specials (rotation between Art, PE, Mandarin, Library)
11:40 am - 12:00 pm	Writing	11:10 am - 11:50 am	Math
12:00 pm - 12:40 pm	Lunch	11:50 am - 12:30 pm	Lunch
12:40 pm - 1:20 pm	Math	12:30 pm - 1:10 pm	ELA
1:20 pm - 1:50 pm	ELD	1:10 pm - 1:30 pm	Writing
1:50 pm - 2:45	Literacy (Sci/Soc Sci)		

Daily Schedule for Fourth Grade			
Time	Mon, Wed, Thur, Fri	Time	Tuesday (early release day)
8:00 am - 8:20 am	Morning Meeting	8:00 am - 8:20 am	Morning Meeting
8:20 am - 9:50 am	ELA	8:20 am - 9:10 am	ELA
9:50 am - 10:10 am	Writing	9:10 am - 9:40 am	ELD
10:10 am - 10:20 am	Recess	9:40 am - 9:50 am	Math
10:20 am - 11:20 am	Math	9:50 am - 10:00 am	Recess
11:20 am - 12:10 pm	Specials (rotation between Art, PE, Mandarin, Library)	10:00 am - 10:50 am	Math
12:10 pm - 12:20 pm	Reflection	10:50 am - 11:20 am	ELA
12:20 pm - 1:00 pm	Lunch	11:20 am - 12:10 pm	Specials (rotation between Art, PE, Mandarin, Library)
1:00 pm - 1:20 pm	Math	12:10 pm - 12:50 pm	Lunch
1:20 pm - 1:50 pm	ELD	12:50 pm - 1:20 pm	Writing
1:50 pm - 2:45 pm	Literacy (Sci/Soc Sci)	1:20 pm - 1:30 pm	Reflection

Daily Schedule for Fifth Grade			
Time	Mon, Wed, Thur, Fri	Time	Tuesday (early release day)
8:00 am - 8:20 am	Morning Meeting	8:00 am - 8:05 am	Morning Meeting
8:20 am - 9:50 am	ELA	8:05 am - 8:55 am	Specials (rotation between Art, PE, Mandarin, Library)
9:50 am - 10:20 am	Math	8:55 am - 10:05 am	ELA
10:20 am - 10:30 am	Recess	10:05 am - 10:35 am	ELD
10:30 am - 11:20 am	Math	10:35 am - 10:45 am	Recess
11:20 am - 11:50 am	ELD	10:45 am - 11:00 am	Morning Meeting
11:50 am - 12:40 pm	Literacy (Sci/Soc Sci)	11:00 am - 12:00 pm	Math
12:40 pm - 1:20 pm	Lunch	12:00 am - 12:30 pm	ELA
1:20 pm - 2:10 pm	Specials (rotation between Art, PE, Mandarin, Library)	12:30 pm - 1:10 pm	Lunch
2:10 pm - 2:45 pm	Writing	1:10 pm - 1:30 pm	Writing

ALTA Public Schools
Calendar 2019-2020 School Year

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Reg. days	Tue/Short	Academia Minutes
July	v	v	v	NH	v			v	v	v	v	v		v	v	v	v	v	v			v	v	v	v			v	v	v	0	0	0	
August	v	v			v	TPD	TPD	TPD	TPD			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	12	3	4860	
September		NH	1	1	1	1			1	1	1	1	1		1	1	1	1	1	1			1	1	1	1			1		16	4	6480	
October	1	1	1	1			1	1	1	1	1		1	1	1	1	1	1	TPD	TPD	TPD	v	v	v	v			1	1	1	12	6	5580	
November	PC			1	1	1	1	1			NH	1	1	1	1		1	1	1	1	1			v	v	v	v	NH	v		11	4	4755	
December		1	1	1	1	1			1	1	1	1	1		v	v	v	v	v			v	v	NH	v	v			v	v	8	2	3240	
January	NH	v	v			1	1	1	1	1			1	1	1	1	1		NH	1	1	1	1	1			1	1	1	1	15	4	6135	
February			1	1	PC	PC	PC			1	1	1	1	NH		NH	1	1	1	1	1			1	1	1	1				11	7	5475	
March		1	1	1	1	1			TPD	1	1	1	1		1	1	1	1	1	1			1	1	1	1	1			NH	1	15	5	6375
April	1	1	1			v	v	v	v	v			1	1	1	1	1			1	1	PC	PC	PC			1	1	1	1	11	6	5235	
May	1			1	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1			NH	1	1	1	1	1		16	4	6480	
June	1	1	1	1	1				1	1	1	1	1		v	v	v	v	v	v			v	v	v	v			v	v	8	2	3240	
July	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v	v			v	v	v	135	47	57855	
Total																																182		57855

Calendar Key	
1	instructional day
1	Minimum Day
v	vacation
NH	national holiday/vacation
AST	All Staff Training
TPD	Pupil Free Day
PC	Par Conf/Report Cards week
S	Saturday Intervention

Alta Charter School Holidays and Key Dates			
8/22/2019	1st Day of Instruction	1/1/2020	New Year's Day
9/2/2019	Labor Day	1/20/2020	M.L. King Jr. Day
11/11/2019	Veteran's Day	2/17/2020	President's Day
11/25/19 - 11/29/19	Thanksgiving Break	4/8/20-4/10/20	Spring Break
1/31/2020	End of 1st Semester	4/12/2020	Easter
12/18/19 - 1/03/20	Winter Break	3/30/2020	Cesar Chavez Day
12/25/2019	Christmas	5/25/2020	Memorial Day
		6/19/2020	End of 2nd Semester

Staff Development	
8/6-8/21	Staff Development
10/21 - 10/22	Staff Development
1/6/2020	Staff Development
03/09/2020	Staff Development

O. INSTRUCTIONAL MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N	135	315			47	225			182	36000	53100	17100
1	Select Y/N	135	345			47	240			182	50400	57855	7455
2	Select Y/N	135	345			47	240			182	50400	57855	7455
3	Select Y/N	135	345			47	240			182	50400	57855	7455
4	Select Y/N	135	345			47	240			182	54000	57855	3855
5	Select Y/N	135	345			47	240			182	54000	57855	3855
6	Select Y/N	0	0			0	0			0	54000	0	-54000
7	Select Y/N	0	0			0	0			0	54000	0	-54000
8	Select Y/N	0	0			0	0			0	54000	0	-54000
9	Select Y/N	0	0			0	0			0	64800	0	-64800
10	Select Y/N	0	0			0	0			0	64800	0	-64800
11	Select Y/N	0	0			0	0			0	64800	0	-64800
12	Select Y/N	0	0			0	0			0	64800	0	-64800

P. HIRING STAFF AND PROFESSIONAL DEVELOPMENT

Process for Staff Recruitment and Selection

Academia Moderna will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Academia Moderna will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness. All staff will be selected based on an application, interview, background checks and alignment to organizational values. Candidates that wish to apply for a position will be required to submit a resume and an employment application.

Hiring the Teachers

The APS Board has the ultimate responsibility for hiring the teachers and instructional staff, including instructional support staff.

To hire the teachers, the Principal will:

- Create a Job Announcement
- Create marketing campaign using advertising and promotions
- Screen submitted resumes to ensure minimum qualifications are met (e.g. candidate holds appropriate credential)
- Convene a Personnel Hiring Committee comprised of teachers and parents
- Lead the Personnel Committee in conducting panel interviews of candidates[1]

- Select “best-fit” candidates based on qualifications, experience, knowledge of the IB Primary Years Program or related curriculum, and demonstrated ability to perform required job duties
- Ensure criminal background and appropriate reference checks are conducted

Receive Board approval on all hiring recommendations

Professional Development

Academia Moderna is dedicated to providing ongoing professional development for its staff.

- Professional Development BOY 2018-2019 Four days of IB Training, 1 Day Power Standards
- Bringing in Certified IBEN Educator for two day training October 21-22, 2018
- Budgeted \$18,000 for teacher professional development for IB
- Budgeted \$12,500 for professional development for aligning standards to backwards design and authentic assessment, to be taught in small group settings.
- Dedicating 8 days for professional development

Prior to the start of school, Alta Public Schools provides professional development opportunities for staff members. This year, the instructional staff and instructional aides received professional development on Literacy, which included Academic Language and Vocabulary, Development of Leveled Standard-Based Text Dependent Questions, Text Complexity, and Depth of Knowledge. The staff also received professional development on the Mathematical Practice Standards (MPS), where they developed a school-wide problem solving schema (MPS -1). The IB Coordinator spent 3 days conducting trainings on the IB Profile, IB Attitudes, Units of Study Development, Room Environment, Strategies for Inquiry, and Rule and Routines that promote the IB philosophy.

The IB Coordinator scheduled four full days of IB Training that will take place throughout the year covering the topics of Backwards Planning, Formative and Summative Assessments, Data Analysis, and Reteaching. Some of the instructional staff will be given opportunities to visit and collaborate with other IB-PYP schools.

Through the in-school Instructional Leadership Team meetings, some further topics of professional development that will be explored during the year is Writing, Cognitive Guided Instruction, and English Language Development. The topics that were presented in the summer will be revisited in various setting such as during common planning time, early release days, and discussed in Instructional Leadership Team meetings.

Teachers will be given opportunities of being coached by the IB Coordinator and Principal. The coaching sessions will include having strategies and content being modeled for them, co-planning and co-teaching with the coach, administration, or peer. Administration is also implementing Walk Through sessions with staff to calibrate instructional strategies and practices.

Academia Moderna is currently working with the Los Angeles County of Education (LACOE) and participating in a cohort to implement Positive Behavioral Interventions & Supports (PBIS). The goal of implementing PBIS is to make Academia Moderna a more effective, efficient, and equitable learning environment for the entire student body.

The Principal and three teachers are the Instructional Leadership Team. Each month the group receives professional development to implement a multi-tiered approach to social, emotional, and behavioral support. The Train-the Trainer Model that is used by LACOE is build capacity on campus, increase teacher efficacy, and create opportunities for collaboration. Academia Moderna

is at the Tier 1, Year 1 level of training. This year the goal is to gather data, learn about PBIS' core features, and develop an implementation plan.

Teachers will also be taking "field trips" to other sites/districts to gain exposure and new learnings about CGI, IB-PYP, and instructional strategies. Many of the teachers at Academia Moderna are new to the teaching profession, and/or have been only teachers at Academia Moderna. It is important for them to gain new insights and understandings from the observation of others, and to analyze the data/focus for their visits. The goal is for teachers to apply their findings and take action to their classroom practices. Through this collaborative practice teachers will be at share best practices, increase awareness of classroom occurrences, determine instructional and curriculum gaps, develop common teaching language, and determine next steps and professional development schedules.

The Instructional Leadership Team will receive professional development on how to Lead Impact Teams. The work of Paul Bloomberg and Barb Pitchford will be implemented to give grade-level teams a focus to build a culture of effective collaboration and efficacy to examine data, plan, and problem solve. The ILT will be the campus Impact Team and will lead the Model Team Approach (MTA). Through the trainings, the ILT will examine classroom protocols, examine how to structure meetings and collaborate effectively, how to analyze data, calibrate student work, how to give and receive feedback, and student ownership of their learning.

Academia Moderna believes in their teachers and allocates funds to pay for Teacher Induction provided by LACOE. First and second year teachers sign up with LACOE that focuses around the California Standards for the Teaching Credential (CSTC). Such topics covered are meeting the diverse needs of all students, classroom management, and lesson planning.

To meet the educational goals for AMCS, teachers are given professional development opportunities throughout the year. The year started off by having the teachers examine literacy strategies. The items that were covered in this session were how to measure text complexity, implementing leveled questions, and tiered academic vocabulary development. Another training teachers received prior to school was on the Mathematical Practice Standards. Teachers also received IB training prior to the start of school that focused around the six transdisciplinary themes.

During the school year teachers are receiving professional development (PD) sessions with Alta's IB Coordinator. Teacher have gotten PD about ManageBac implementation, which is a learning platform for IB where teachers can house their units, lessons, and collaborate. All AMCS teachers received Category 1 training from the IB Organization. This training focused around the core elements of the Primary Years Programme

Teachers have a four-session series of PD with the IB Coordinator that covers:

Session 1: Backward Planning – Tying Assessment Criteria to Standards

Session 2: Backwards Planning – Using Student Data to Reflect and Grow

Session 3: Formative and Summative Assessments – Strategies to Individualize Learning

Session 4: Authentic Assessments – Data Analysis and Reflection on Curriculum

In addition to learning about the topics for each session, the IB Coordinator works with teachers on the implementation of each grade-level's Units of Study.

Teachers are also receiving PD on the implementation of Positive Behavioral Interventions and Supports (PBIS). One early release day is dedicated to discussing the elements of PBIS. Such topics that have been discussed is the development of behavioral matrix, incentives, and Tier 2 interventions.

Teachers are also receiving individual support based on their Professional Development Goals. Each teacher met with an administrator to discuss areas of growth. Administration is tailoring support via outside PD sessions, internal sessions, and on-line opportunities.

Professional Development Literacy ELA and Mathematics	Professional Development IB	Professional Development PBIS	Professional Development Goals
Text Complexity	ManageBac	Overview	Meeting with Administration
Implementing Leveled Questions	Category 1 Training	Develop Behavioral Matrix	Outside PD Sessions
Tiered Academic Vocabulary Development	Backward Planning – Tying Assessment Criteria to Standards	Incentives	Internal PD Sessions
Mathematical Practice Standards	Session 2: Backwards Planning – Using Student Data to Reflect and Grow	Tier 2 Supports	On-line PD Sessions
Text Dependent Questions for all Contents	Formative and Summative Assessments – Strategies to Individualize Learning	Tier 3 Supports	
Depth of Knowledge	Authentic Assessments – Data Analysis and Reflection on Curriculum		

The administrative team will also be receiving professional development. The administration is involved with PBIS training being delivered by LACOE. In addition, opportunities about ELPAC, SBAC, and various other topics will be explored to support the growth and efficacy of Academia Moderna’s administrative team.

The Support Staff has also been involved with professional development. During the summer, the staff experiences professional development about Customer Service. In addition, the instructional aides/paraprofessionals have been in sessions with the instructional staff about IB PYP, Literacy, and Mathematical Practice Standards. The paraprofessionals have also received individual support from the administration to ensure that their needs are being met as they work with Academia Moderna's students.

Q. MEETING THE NEEDS OF EL STUDENTS

EL Master Plan

Academia Moderna will implement an English Learner Master Plan which was developed by Alta Public Schools and approved by their board on September 28, 2018. The developed plan is to monitor the performance of English Language Learners.

1.Process for Identifying English Learners

Academia Moderna identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. It should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, the ELPAC. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial ELPAC is based on a four-level scale:

Level 4 = Well Developed

Level 3 = Moderately Developed

Level 2 = Somewhat Developed

Level 1 = Minimally Developed

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial ELPAC is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This

result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

2.Educational Program(s) for English Language Acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (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.

Academia Moderna Elementary School provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

3.The Use of Results of the ELPAC to Support and Accelerate Student Progress Towards English Proficiency

Academia Moderna Elementary School will use the results of the ELPAC and then the Spring ELPAC summative assessment for the semester of every year in which the assessment is reviewed to make language determinations in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

4. Meaningful Access to the Full Curriculum, Including but Not Limited to Identification of Specific Instructional Strategies and Interventions in Both Designated and Integrated ELD Using ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

Academia Moderna Elementary School implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, Academia Moderna Elementary School will implement the follow actions when planning instruction for English Language Learners.

Table 29: Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
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<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>
<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

5.Process for Annual Evaluation of the EL Program

Academia Moderna monitors and regularly assess the progress of all EIs, this also includes students who have exited from the EL Program. Student achievement data is used to determine if Academia Moderna Charter School’s EL Program is being effective. Multiple data points are used on EIs to inform decisions about appropriate instruction and interventions.

Such data elements for evaluating the EL Program include:

- Scores on Smarter Balanced Assessment
- Scores on ELPAC
- Grades in content areas
- Reclassification rates
- Enrollment rate in special education and related services
- Behavioral measures (i.e., suspension rates, referrals)
- Classroom observations and feedback

6.Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The California English Language Development Test (CELDT) and ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

Academia Moderna Elementary School addresses student's linguistic diversity with a positive, additive orientation. Academia Moderna Elementary School affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

7.Process and Criteria for EL Reclassification On an annual basis (on or about October 1), Academia Moderna Elementary School shall submit a certification to the California Department of Education that certifies that they will either adopt and implement Academia Moderna Charter School's English Learner Master Plan which encompasses the following:

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

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). Academia Moderna Charter School will use the following to reclassify EL students:

The minimum criteria to be considered for reclassification are:

1. Overall rating of 3 or 4 on the ELPAC with no subtest score at a level 2 or below
2. Must score in the "Nearly Met" scoring band or above in ELA on CAASPP (SBAC)

3. Teacher recommendation based on meeting grade level proficiency and performance on local assessments.
4. Parent/guardian consultation.

8.Process for monitoring effective support for “At Risk” English Learners

Academia Moderna Elementary School will provide “At Risk” English Learners curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified “At Risk” English Learners will be provided explicit language and literacy development across the curriculum. Academia Moderna teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for “At Risk” English Learners the support needed to have the home environment be more aligned to school. Such support involves parent information sessions, parent education classes, and

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL “At Risk” English Learners students at Academia Moderna Elementary School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

R. MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS

Instructional Program Components and Services

It is not believed that any one assessment can identify those students who are gifted and talented. Rather, a triangulation of data including performance on state assessments, local assessments (NWEA), teacher and parent recommendation are considered when identifying students to participate in the Gifted and talented program. Further, there may be opportunities to identify children who are a part of the Student Success Team (SST) process as they may be students who have been underperforming due to their intellectual needs not being met.

Identification of Gate Students

1. Student, parents/guardians, teachers, administrators, or other community members of the school are able to make a referral to the administrator for identification.
2. All students in the 3rd grade will be tested using The Otis-Lennon School Ability Test (OLSAT) during the testing window to begin the referral process, pending parent permission.
3. Any students in 3rd grade and above can be referred by a teacher, administrator, or parent by completing the appropriate referral forms. All students who score at Exceed Standards on SBAC should be referred. Any student being referred will be tested using The Otis-Lennon School Ability Test (OLSAT) during the testing window.
4. Disseminate parent surveys.
5. GATE Coordinator will
 - i. Develops the list of referred students
 - ii. Screens students using data, state test scores, teacher observations, cumulative record, report cards, and other as needed.
 - iii. Submit the request to the administrator for assessment.
 - iv. Keep all of the records in their folder.
6. Administrator of GATE will provide the assessment for GATE Coordinator to give. If need be, a test or audition or demonstration will be requested i.e. creative, Visual Arts
7. Notification of student eligibility or ineligibility is sent to the parents/guardians.
8. Teachers are notified of GATE students to develop appropriate differentiations based on the identified gifted and talented category

Meeting the Needs of Gate Students

AMCS meets the needs of GATE students by creating a program that meets their needs. AMCS differentiates learning opportunities that relate to students' talents, abilities, and interests. Their learning environment is a place where they acquire the skills, abilities, and critical thinking skills that will meet their potential. Academia Moderna Charter School students who have been identified as talented and/or gifted will have their needs met through the IB Units of Study students can select topics to that interest them that they want to learn more about. Using inquiring and problems solving skills students can design their own investigations, projects, and outcomes. The Librarian is a research specialists and is used to assist students with ideas, content, and inquiries that propel their curiosities.

Components of GATE Implementation

1. Teachers look at their content curriculum to plan additional options that will challenge their thinking to obtain deeper understanding of the topics being taught.
 - a. Working together with the IB PYP Coordinator, the IB Central Office Support team, teachers and the principal, curriculum will be assessed to ensure the rigor is present to meet the needs of students participating within the Gate program.
 - b. Areas for GATE curriculum modification include content, process, product, and environmental. Some content modifications that can be taken into consideration is abstractness, complexity, variety, organizational, people and

methods. For example, a student could be given a text that has a higher complexity to meet their giftedness.

- c. Process modification can also be taken into account that allows for the presentation of the material to be differentiated. Process modifications can include higher level of thinking, open-endedness, discovery, evidence for reasoning, freedom of choice, group activities and simulations, and pacing and variety. Product modifications show how students interact with the content to produce some outcome.
 - d. Real problems, real audiences, evaluation, and transformations need to be considered when working with GATE students.
 - e. Lastly, the physical setting and climate where learning take place needs to be examined. Student-centered versus teacher centered, independence versus dependence, open versus closed, accepting versus judging, complex versus simple, and high versus low mobilities are examined when planning instruction for Academia Moderna's gifted and talented population.
2. Students will receive GATE services during the school day using core curriculum.
 3. Services can take the form of an independent study, part-time grouping, cluster grouping, or acceleration and enrichment.

Administration, and staff receive knowledge and training about GATE students. Techniques that support their social and emotional development are implemented in the classroom.

S. MEETING THE NEEDS OF STUDENTS ACHIEVING BELOW GRADE LEVEL

Through the use of data analysis, collaboration, action plans, and monitoring Academia Moderna ensures that students that are achieving below grade level are given the time, support, and interventions they need to accelerate their growth.

The monitoring of At-Risk students will be the responsibility of the administration, teachers, coordinators, support providers, family input/information, and key support staff members such as attendance clerk, and instructional aides. The Instructional leadership team (ILT) consisting of grade level reps and the Principal will monitor the data at least three times per year. The data to be monitored include student grades, NWEA results, SBAC results. Further, when warranted, Student Study Teams will evaluate the effectiveness of strategies to meet the needs of our At-Risk population. The monitoring is to assist with making informed instructional decisions, provide feedback on practices, and provide interventions for students. Data is reviewed formally and informally and is also part of the Student Success Progress Team (SSPT) meetings.

Academia Moderna will screen various data points to identify low achieving/At-Risk students:

- Students scoring Nearly Met/Not Met on the previous year's adopted standardized test
- Students who are at least one year below grade level in literacy and numeracy based on
- NWEA results and other assessments
- Student grading marks

- Students who have erratic attendance and tardy patterns
- Students who display significant changes in behavior, attitude, and or performance
- Teacher observation
- Information from parents, guardians, or external support services

The first step in determining if students are at-risk is to collect and analyze school, grade level, and class

Data - This step determines the percent and number of students at grade level based on state outcome

Assessment - percent and number of students who made adequate progress in the levels determined by the state adopted standardized test.

Next, data analyze needs to determine areas of strength and concern among the subgroups that make up the student population. Data and its results is shared, displayed among staff, and discussed. Academia Moderna conducts data analyze use a consistent protocol so teachers can collaborate, speak the same language, and make action plans.

After the analysis of various data points, others factors that are taken into consideration to determine low performance of students. These include teacher observations, grades, attendance, and information from the home or external entity.

Once a student or group of students have been determined to be At-Risk, specific step-by-step action plans need to developed to improve student achievement. In the development of action plans, Academia Moderna teachers determine the possible cause(s) of the inadequate test results and create plans to improve student performance. In the development of the action plan, the identification of students and groups is determined how many action plans need to be implemented. This step also involves prioritizing action plans to meet the needs of the students impacted by them.

Resources are also prioritized to determine if new materials/resources, professional development, or coaching needs to happen. Each teacher has different needs and their support is differentiated. When spending is essential for resources, different funding sources (e.g. Title I and Title 3) are examined to decide the appropriate spending that is aligned with student needs. Some of the common practices that Academia Moderna teachers employ into their SMART goals are to provide flexible groupings, scaffolding instruction, CGI, GLAD, modified lexile readings, supplemental materials from the adopted curriculum, and computer assisted programs.

Next, Academia Moderna teachers create Action Plan(s) that include alignment to assessment data, specific, decide what will be done differently, observable and measurable products, and the decision to when the plan will be completed. Academia Moderna teachers use SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goals to create their Action Plans. The items that are included in the SMART goals are research-based materials that ensure the skills and concepts are taught explicitly and systematically. The instructional materials also provide more intensive instruction to provide students with something different. Some details that make these materials different are scaffolding, modeling, academic language, realigned skills, and teaching pre-skills. These materials also need to provide adequate practice, examples for reteaching, and have progress monitoring.

Another aspect of the SMART goal may be the incorporation of different instructional delivery methods that meet the needs of students. Academia Moderna teachers could incorporate different

GLAD, or CGI strategies. A coaching or team teaching model is also examined to determine if teachers need support in delivery skills.

Grouping of students is also part of the SMART goal. Teachers have the option of changing groups, making them smaller, individual, or more homogeneous all based on their needs. Time is another factor that relates to grouping. Depending on the size of the group and what is needed, teachers give additional instructional time to ensure the SMART goals is met.

Teachers at Academia Moderna ensure that their SMART goals have a measurable component and this is exemplified by the progress monitoring assessment that is given after targeted instruction. Formative assessments are used to measure student progression. Formative assessments can be teacher created, curriculum supplied or found in other supplemental resources. Teachers analyze their new data points in collaborative team meetings using protocols to engage in data conversations.

Academia Moderna teachers are in constant data-driven decision making cycle. They are always examining data in a collaborative setting, developing their SMART goals, implementing the SMART goal, reassessing students based on the SMART goal, and following the cycle all over again.

Some strategies that are used at Academia Moderna to improve the identification of At-Risk students are:

1. Early detection- examination of data from various set points including formative assessments, IB Units of Study, curriculum embedded, and diagnostic assessments
2. Family Communication- inform families as soon as performance concerns show up
3. Teacher Collaboration- teachers use the daily collaboration time, and early release days for data analysis, professional development, and SMART goal planning
4. First Best Instruction- ensuring instructional planning includes modeling, student engagement, checking for understanding, and a gradual release of responsibility
5. Interventions- based on data analysis and SMART goals students will have targeted support
6. Ongoing Assessment- having various data points to analyze (informal, formative, summative)
7. Academia Moderna's Mission- to provide a world class education to each student

T. MEETING THE NEEDS OF LOW-INCOME STUDENTS

As detailed extensively herein, Academia Moderna believes 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 we are sensitive to socioeconomic differences and ensure all students have full access to the educational, extracurricular, and social activities at the Charter School, Academia Moderna 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, Academia Moderna utilizes strategies described in other sections of this petition.

At the start of their educational career at Academia Moderna, 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 Academia Moderna 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, including those identified as low-income, using all of the tools within our comprehensive suite of assessments. This monitoring includes our ongoing protocol to analyze academic data. The Student Success Team focuses on developing specific action plans to address students, including those within this subgroup, who are not performing at grade level. The Student Success Team is also responsible for identifying students and families who need additional resources or supports, including referrals to community service organizations.

Academia Moderna serves a diverse student population, and is sensitive to the needs and strengths of all of our families. Establishing an inclusive learning environment for all students is at the heart of Academia Moderna. 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/desires 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: Academia Moderna 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 curriculum in art, language, and physical education, as well as field trips that allow students to experience 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.

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

U. MEETING THE NEEDS OF STUDENTS WITH DISABILITIES

District required language contains all required provisions necessary to address matters related to students with disabilities and special education.

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.

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).

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.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

The vision of Academia Moderna's special education program is to ensure life success for all students by providing quality instruction to all students with special needs in the least restrictive environment. We aim to support all students with special needs to master strategies and skills necessary to compensate for their disability, enabling them to meet the goals described in their IEPs. Ultimately, we work to exit all students with special needs from the special education program.

Academia Moderna implements a pull-out/push-in method to provide services for students with special needs, special education and general education teachers collaborate to differentiate instruction and modify curriculum for students with special needs. We also provides speech, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services, recreational therapy, and behavior intervention supports.

V. MEETING THE NEEDS OF FOSTER YOUTH

A youth in foster care is a ward of the state of California and is removed from their home for a variety of reasons. A youth in foster care can be living at a relative or non relative's home, a group home, emergency shelter, or a residential or treatment facility. Students placed in foster care usually experience change (i.e., environment, family, friends, school, pets, belongings) and need sensitivity to their losses. The state's objective is to find permanent safe placements for foster youths. Until that happens, the state is responsible for their custody, care, and education.

Academia Moderna understands that Foster youth students often arrive to school with many barriers. These include lack academic resources, parental neglect, emotional, physical, or psychological issues. According to Legislative Analyst's Office (www.lao.ca.gov) foster youth students fall four to six month behind academically each time they transfer to a new school.

According to LAUSD, there were approximately 7,091 students in foster care during the 2017-2018 school year. These students typically have lower test scores, grades, and academic skills.

Documentation

Foster Youth is identified at Academia Moderna by documentation that is brought in by parents, foster parents, or other guardians. Once the paperwork has been turned in, the information gets inputted into PowerSchool.

Monitoring

Academia Moderna's Principal monitors this subgroup through the examination of multiple data measurements that include SBAC, NWEA, formative assessments, curriculum embedded, informal checking for understanding, information from family and outside agencies, grades, and teacher observations. The administrative team, coordinators, site support staff, and Student Success Team members all watch the academic learning and achievements for foster youth students. When student achievement drops for students in this group, proactive measures are taken into account.

Academia Moderna will meet the needs of foster youth students by:

1. Monitor Attendance - Teachers and attendance clerk will pay close attention to the attendance patterns and notify administration and the necessary individuals when erratic patterns show up.
2. Monitor Behavior - Teachers will also use PBIS and positive behavioral management strategies as needed.
3. Literacy Instruction - Student will receive targeted literacy instruction throughout the day. Teachers will be focusing and embedding academic vocabulary, sentence frames, answering questions in complete sentences with evidence, writing across the curriculum, and Close Reading strategies.
4. IB PYP Units of Study - Students will be given opportunities to develop their critical thinking, and problem solving skills by learning how to investigate, research, and be a globally minded individual.
5. Mental Health Services - Academia Moderna partners with Pacific Clinics to provide mental health services to students who are in need.
6. Data Driven Decision Making - Administration and teachers examine multiple data points at various times to ensure student achievement is maintained at high levels. Based on data analysis and discussions reteaching, modifications, and SMART goals, and other assessments are given.
7. Professional Development for Teachers - Teachers will be given professional development opportunities, such as sensitivity training to provide more of an understanding of the process of Foster Care, Decisions about particular topics will be made based on teacher need and the number of Foster Children Academia serves. Teachers will work together and share best practices.
8. Extra Support - Students attending the YPI before and after school program can receive tutoring in core content areas. Students can also attend Saturday school for additional support. Prepa Tech High School come to Academia Moderna to tutor.
9. Communication - with foster care advocates, families, and various departments that service foster youth

Foster youth have the right to:

- Immediate enrollment in their local comprehensive public school if their Education Rights Holder (ERH) decides it is in their best interest, even if they do not have any of the required documents (e.g., immunization records, proof of residence). Immediate

enrollment rights also apply to charter schools. Foster youth have a right to enroll in school, even without proof of Tdap immunization. School nurses should work with the youth's prior school and/or their social worker/ probation officer to gain access to records demonstrating the youth has already been immunized.

- Enrollment in the same or equivalent classes as those they took at their old school, even if they are transferring mid-semester. Youth cannot be enrolled in all or a majority of elective classes. Youth cannot be forced to re-take a class they have already passed unless their education rights holder agrees, in writing, that it is in their best interest.
- Equal participation in extra-curricular activities regardless of try-outs or sign-up deadlines (e.g., sports, tutoring).
- Not be forced to attend a continuation school, adult school, or independent study program, even if they are not on track for high school graduation, have failing grades, or have behavior problems. Limited Exceptions: If they have an Individualized Education Program ("IEP") requiring a different placement or have been expelled or transferred to an alternative school after a formal hearing and school board decision. Foster youth can only be placed in emergency shelter schools for short periods of time for either: (1) health and safety emergencies; OR (2) when awaiting an ERH decision regarding whether or not to utilize school of origin ("SOO") if: (a) a SOO decision cannot be made quickly; AND (b) it is not practical to transport the youth to the SOO in the meantime; AND (c) the youth would otherwise not receive educational services; AND (d) temporary, special, and supplementary services are available to meet the youth's unique needs. AB 1012 (effective 1/1/16), SB 445 (effective 1/1/16), Cal. Educ. Code §§ 48432.5, 48853, 48853.5, 48859, 49069.5, 51228.2.

W. "A TYPICAL DAY"

A "typical day" at Academia Moderna can start as early as 7:00 am for some students. Students arriving early on campus are usually dropped off because parents, and guardians need to be somewhere (i.e., work, care for family). At this time students that are in before school program sponsored by Youth Policy Institute (YPI) are in classrooms receiving instructional support. Students not involved with YPI are waiting in the main office area until the cafeteria is ready to serve breakfast.

Breakfast is served starting at 7:15 am. Students are supervised in the outdoor eating area and play yard while they are eating breakfast or hanging out before school. More students start to arrive either by car or foot. As students enter the play yard area, some go and get breakfast while other position themselves by their class' identification marking cone.

By 7:50 am students are lined up at the marking cone waiting for their teachers to arrive. Teachers greet their students and walk them to the classrooms. At 8:00 am morning announcements and the Pledge of Allegiance is conducted. If it is a Friday, there is a morning celebration outside with all students, teachers, and anyone else who may be around (i.e. parents, other supervising staff). During this time, the Pledge of Allegiance, birthdays, recognitions for IB Profile, IB Attitude, and dress code are given out, and attendance winners.

Once in their classroom, each grade level team follows their daily schedule. Each day students are taught ELA, Mathematics, ELD, Literacy/Integrated ELD Science/History-Social Science all encompassed within IB Units of Study that is standards-based. Depending on the day and grade level, each student will be taught Physical Education, Art, Mandarin, or Library Science (Special Classes). About every third day, each student will be rotated through all Special Classes. When

students are being taught a Special Class, teachers are working collaboratively in their daily common planning time.

Within the day, recess and lunch are scheduled. During these times, students get to eat and play. Students have the option of playing in the playground or participating in structured recess activities. When students are at recess, teachers are given a break. All grade level teams and students eat lunch at the same time and students are supervised by grade level aids, administration, and yard supervisors.

Kindergarten leaves campus at 2:15 pm. Students are escorted out with their teachers. Some students leave the exiting area with their YPI teacher. Grades 1 - 5 are dismissed at 2:45 pm. Upon dismissal for these grades, YPI teachers meet their students in the hallways. The rest of the students are escorted by their teachers to the exiting area. Yard supervisors call student names and they either go the "walking gate" or go to the drive line and get valet service (aids, supervisor, administration opens the car door for students).

Students who are not picked up within 20 minutes are escorted into the office. Parents/guardians are called to ensure that students are going to be picked up. The remaining students are in the afterschool program runned by YPI or participating in a club. Clubs are runned by Academia Moderna teachers. Clubs start around 3:30 pm and end around 5:00 pm. Club offerings are topic/interests that YPI does not offer such as typing or drama. Students that are in YPI have the option of attending a club. Once the club time is over, student leave campus or return to their YPI classroom. The YPI program ends at 6:00 pm. During their time with YPI students are getting additional content support, homework support, enrichment activities, playground time, and a meal.

Element 2: MEASURABLE PUPIL OUTCOMES

Element 3: METHOD BY WHICH PUPIL PROGRESS TOWARD 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Academia Moderna educational goals are based on the knowledge, skills, aptitudes, and content standards that students are expected to master at each grade level.

In order to make sound instructional decision, teachers engage in data-decision cycles of inquiry. Student achievement is measured from multiple sources; Smarter Balanced, NWEA, formative assessments, curriculum embedded, grades, and informal assessments. Schoolwide and grade-

level analysis happens to determine trends and patterns to determine student placement, flexible groupings, interventions, excellerations, professional development, and resources.

Once data is analyzed, teachers develop their SMART goals in a collaborative setting. Teachers gather their materials, develop lessons, and assessments that correlate to their SMART goal(s). Once the assessment is given that pertains to the SMART goal(s), another round of cycle of inquiry of data take places. This data cycle is a continuous practice at Academia Moderna.

When Academia Moderna teachers examine student achievement data they seek clarity around the content and the standards pertaining to the assessment. Teachers collaborate around the meaning of the standards and the assessment questions to ensure there is an alignment between their teaching, resources, and assessments. When determining their SMART goal(s) teachers develop success criteria/rubrics around the measurable tasks. The criteria/rubrics are used to calibrate scoring, ensure equal access of monitoring, and they are given to students so they can monitor their learning,

In order to progress monitor students to ensure student achievement is happening, Academia Moderna' teachers provide feedback to students during their lessons. Feedback takes the form of checking for understanding, making correctives, and engagement. Academia Moderna' teacher strategically plan checking for understanding questions at key point during their lesson. Progress monitoring gives immediate information about whether the teacher can move forward with the lesson, go back and reteach, or strategically form small groups to meet the pace of learning of the students. When students provide incorrect answers, teachers employ targeted correctives to ensure students receive the correct information. After the correction is made, teachers will reask, or scaffold instruction and check for understanding. Teachers are using a mini cycle of inquiry when they are doing this.

Through their checking for understanding activities, teachers are able to engage students in their learning. Activities like Think-Pair-Share, Think-Ink-Pair-Share (ink), and various modifications are used. When students are engaged in these activities teachers are able to monitor for language and content and make corrections as needed. Also, when students are participating in student to student interactions, they are required to speak in complete sentence using academic language.

One aspect of the International Baccalaureate (IB) Learner Profile is for students to be reflective. This metacognitive activities is modeled, and emphasized in classrooms at Academia Moderna daily. Teachers ask students to self reflect on their learning. With the use of criteria/rubrics, students are able to self assess their learning. In addition, peer assessment also take place when students are asked to give feedback on peer assignments like writing, and presentations. Rubrics are used for these activities, which gives students more opportunities for academic discourse.

Students at Academia Moderna are encouraged and taught to set their own goals. Through their IB-Units of Study students apply inquiry based learning using a transdisciplinary approach. Students are welcomed to problem solve and determine their own learning based on the topic the unit of study is centered around. Teachers work with students so they can set their own SMART goal. Student goals can be academic or live around an IB Profile Attribute or Attitude. For example, a student can set the goal to be more caring, or inquisitive for a given period of time. Teachers monitor and check in with students periodically to ensure their goals is being met. When students develop their own goals they become more active in the learning, develop a growth mindset, and reflective.

Academia Moderna believes in giving equal access to all students. One way to ensure that all student gain access to Academia Moderna's educational program is through the concept of Mastery. Bloomberg and Pitchford, stress the importance of students developing their self efficacy about learning. When students are presented with a learning objective and it is deconstructed and tied to a content standard, they are able to evaluate their learning during the lesson to determine their level of mastery. Academia Moderna's teacher create measurable objectives for their lessons so students can guide their learning. When teachers plan and deliver lessons that students will be successful in, students' level of mastery about the content and concepts rise.

In addition to planning lessons that produce student mastery, the teachers at Academia Moderna also deliver their lessons with a gradual release of responsibility. When a new skill or concept is taught, teachers provide "first best instruction" and provides models, examples, vocabulary, and connections to produce favorable learning experiences for students. When students understand and correctly practice what is expected from them, they will be able to meet that learning target and master the content. Teachers also modify instruction and resources to meet the needs of each of their students to ensure that each student leaves Academia Moderna smarter each day.

Academia Moderna knows the importance of early literacy development. Teachers teaching TK-2 take specific measures and use specific strategies to ensure students are reading at the appropriate grade level. Teachers use a balanced literacy program based on guided reading, read alouds, shared reading, and interactive writing. Teachers use NWEA to get a baseline measure and obtain a lexile score at the start of the school year. This information allow teachers to develop flexible groupings, determine reading abilities and deficiencies. Teachers also incorporate a three part (read a benchmark passage, retell text, answer comprehension questions) running record to keep track of student progress. Teachers also give two more NWEA reading assessments during the year (mid year and end of year).

Numeracy also holds an important place at Academia Moderna. Teachers use NWEA as an initial assessment to determine their proficiency levels. Teachers use this information to collaborate, plan, and create their Cycles of Inquiry for data analysis. A decision to use of Engage NY's Eureka Math has been made this year. This program is providing teachers with more opportunities to build conceptual understanding around Mathematics. Teachers are gaining deeper learnings around Mathematical Practice Standards and are intentionally making explicit connections to students during instruction. Teachers have taken on the task of examining their Mathematical standards to create "Power" Standards that guided their decisions about a Scope and Sequence that better serves Academia Moderna's students.

Teachers at Academia Moderna have common planning time to examine data, develop SMART goals, and collaborate with IB Unit planning. Each day, during Specials (Art, Library, Mandarin, PE) rotations, grade-levels have common planning time for 50 minutes. Tuesday is an early release day and teachers receive additional common planning time. Tuesdays' are used for professional development, school wide and grade span data analysis, Student Success Team meetings, Instructional Leadership Team (ILT) meetings, and IB Unit and formative assessment development.

The ILT team is being trained in Impact Teams (Bloomberg and Pitchford) by Site Administration and Superintendent. The goal of implementing Impact Teams is to have the site and grade-level team work more effectively with instructional, behavioral, cultural, and assessment processes. Teams learn about Cycle of Inquiry to analyze data, how to organize and conduct PLC meeting, be more student centered, and formative assessment development.

The IB-PYP Program of Inquiry (POI) is the way that Academia Moderna does teaching and learning. The philosophies that guide the POI are rooted in research, best practices, and what is best for students. Students learn about being a globally minded individual who can critically think, problem solve, and have character. The six themes (optional 4 for Kindergarten) that students experience during the year allow them to self discover new learnings based on their interests. Students learn that their voice matters and that they can be a change agent for issues and be an advocate for themselves at the same time. Students who go through the IB-PYP will learn, practice, and experience what it means to be college and/or career ready.

Academia Moderna's grade span is TK-5. The principal and assistant principal have divided the campus into two subgroups, TK-2 and 3-5. They each have taken a grade span to focus on and created instructional focuses. TK-2's focus is to provide strong foundational reading and math skills. Academia Moderna knows how important these formative years are and teachers are given support in terms of professional development, and resources. These teachers are aware of the urgency that students need foundational skills and intentionally group their students in flexible groupings and constantly examine data to modify these groupings periodically.

Grades 3-5 focuses on deeper literacy skills that concentrates on reading comprehension, vocabulary, writing, and math fluency. Once foundational skills are in place, students are able to apply their learnings to multiple settings across many contents. Teachers also hold the same urgency because they know as students move from an elementary setting to a secondary one, rigor and learning expectations only increase.

Academia Moderna uses the California Standards to develop well-rounded problem solvers which relates to the definition previously described of an educated 21st Century person.

Name of Assessment	Purpose	How Data will be Used	By Whom
CAASPP	Determine students acquisition of ELA and Mathematics Standards	Summative data will be used to determine the most appropriate placement of students. Further, the data will be used to inform instruction for the following year. Teachers can make determinations on skill gaps and address those within the delivery of lessons	Teachers, Admin

<p>CAST and CAA</p>	<p>Determine student's acquisition of Science Standards</p>	<p>Summative data will be used to determine the most appropriate placement of students. Further, the data will be used to inform instruction for the following year. Teachers can make determinations on skill gaps and address those within the delivery of lessons</p>	<p>Teachers, Admin</p>
<p>ELPAC</p>	<p>Determine EL student's language ability</p>	<p>The data will be used for placement and leveling for the designated ELD program. Further, this data will provide insights to how teachers can employ the ELD Framework to help close student's language gaps.</p>	<p>Teachers and Admin</p>
<p>NWEA</p>	<p>Formative assessment to assist in determining student's current progress in acquiring California Standards</p>	<p>The results of this assessment will guide teacher's instruction toward mastery of the California Common Core. The data will be reviewed and strategic plans will be developed to address student's gaps in skill.</p>	<p>Teachers, Admin</p>

IAB/ICA	Formative assessment used to determine current progress on student acquisition of standards	The results of this assessment will guide teacher's instruction toward mastery of the California Common Core. The data will be reviewed and strategic plans will be developed to address student's gaps in skill.	Teachers, Admin
Running Records, NWEA, and frequency assessments in Grades TK-2	Formative Assessment used to determine TK-2 acquisition of basic skills in reading.	The use of this data will inform classroom teachers of student progress in basic reading skills. These data are then used to develop intervention lesson to support ensuring that students have learned to read by the end of 2 nd grade.	Teachers, Admin
NWEA, Mathematics frequency and End of unit assessments in Grades TK-2	Formative Assessment used to determine TK-2 acquisition of basic skills in mathematics	The use of this data will inform classroom teachers of student progress in basic mathematics skills. These data are then used to develop intervention lesson to support ensuring that students have learned to read by the end of 2 nd grade.	

Teacher Created/Curriculum Embedded	Formative assessment used to determine student acquisition of standards based on the progress made within the unit of study	Teachers will use this data to inform instruction and adjust as needed to meet all student needs.	Teachers
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A. Measurable Goals of the Educational Program

Refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Academia Moderna’s educational program. Academia Moderna educational goals or objectives, include description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Refer to the LCFF State Priorities table in Element 1 for a description of the specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

B. Measurable Outcomes: Summative Performance Targets

Student Achievement

Academia Moderna Elementary School will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at Academia Moderna School through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards.

Academia Moderna Elementary School will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non- charter public schools.

C. Academia Moderna Elementary School Outcome Goals-Skills, Knowledge, and Attitudes

Academia Moderna Elementary School will satisfy state requirements for student assessments as required by law. Academia Moderna Elementary School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At Academia Moderna Elementary School assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. Academia Moderna Elementary School will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals toward our educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

IBPYP Objectives and Assessment Criteria

The chart below is a sample of student performance and progress regarding the end of an IBPYP Unit. This is shared with families as to the student's ability in growing as an IB Learner.

	Beginning Demonstrates a beginning understanding of the grade specific standards, concepts and skills and has not yet acquired the ability to apply them.	Developing Demonstrates a developing understanding of the grade specific standards, concepts and skills and is acquiring the ability to apply them.	Competent Demonstrates a competent understanding of the grade specific standards, concepts and skills as well as the ability to apply them.	Extended Demonstrates an extended understanding of the grade specific standards, concepts and skills and takes initiative to apply them in a variety of settings.
Learner Profile	Student is rarely (a) _____	Student is striving towards becoming (a) _____	Student is consistently (a) _____	Student exemplifies what it means to be (a) _____
	Next Steps:	Next Steps:	Evidence:	Evidence:
Knowledge	Student shows basic knowledge of _____	Student shows some knowledge of _____	Student shows considerable knowledge of _____	Student shows in-depth knowledge of _____
	Next Steps:	Next Steps:	Evidence:	Evidence:
Concepts	Student shows a beginning understanding of _____	Student shows developing understanding of _____	Student shows competent understanding of _____	Student shows extended understanding of _____
	Next Steps:	Next Steps:	Evidence:	Evidence:
Transdisciplinary Skills	Student reluctantly uses _____ skills.	Student is learning to use _____ skills.	Student effectively uses _____ skills.	Student extensively uses _____ skills.
	Next Steps:	Next Steps:	Evidence:	Evidence:
Attitudes	Student seldomly shows _____	Student occasionally shows _____	Student regularly shows _____	Student extensively shows _____
	Next Steps:	Next Steps:	Evidence:	Evidence:

	Next Steps:	Next Steps:	Evidence:	Evidence:
Action				

D. Who will be Accountable for Student Progress

Students will be held accountable and taught to be responsible for their own learning through several approaches. Parents will be held accountable for involvement in the school and in their child’s education. However, Academia Moderna Elementary School’s primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in *Data-Driven Decision-Making*, *Professional Development*, and *Personalization/Student Advisors*.

E. Data-Driven Decision-Making

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and Academia Moderna Elementary School is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, the Academia Moderna Elementary School community utilizes data- driven decision-making, through a Cycle of Inquiry. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Data is examined, and SMART goals are determined. Reteaching and a formative assessment is given to determine if the goal has been met. The Cycle of Inquiry is a continuous data decision making process at Academia Moderna. Academic files for every student will be created. Before the students get promoted, they must participate in the Fifth Grade Exhibition. They must defend the knowledge they have acquired throughout their matriculation at Academia Moderna Elementary School. Data also will include all CDE determined growth targets, reports and Smarter Balanced California

Standards Test results, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in Every Student Succeeds Act (ESSA) the following goals shall be pursued by Academia Moderna Elementary School.

F. Measuring Pupil Outcomes: Summative Performance Targets

Measures and Skills Development

Academia Moderna Elementary School will evaluate academic; as well as, critical-thinking, problem- solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with State Standards:

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.

Curricular Area/Content	Examples of Learning based on CCSS	Assessments	Frequency
English Language Arts	Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary and expository works and will be able to:	Smarter Balance Language Arts Assessment	Yearly
	<ul style="list-style-type: none"> understand the main and subordinate ideas in written works, lectures, and discussions 	NWEA Assessment (Local)	Three Times per Year
	<ul style="list-style-type: none"> to manipulate and create ideas about a topic and be able to organize them for 	Teacher Created End of Unit Assessment Writing Assessments	Typically, six times per year Typically, six times per year; twice for each genre

	<p>presentation in both verbal and written forms - write essays using the English language correctly and effectively</p> <ul style="list-style-type: none"> • write all three types of writing every year with increased breadth and depth 	<p>Frequent Informal Assessments</p> <p>Running Records in grades TK-2</p> <p>Fluency Assessments</p> <p>Smarter Balance Language Arts Assessment</p> <p>ELPAC</p>	<p>Daily</p> <p>At least four times per year</p> <p>At least four times per year</p> <p>Yearly</p> <p>Yearly</p>
English Language Development	<p>Students will be able to gain increasing control of the ability to understand, speak, read and write in the English language.</p>	<p>NWEA Assessment (Local)</p> <p>Teacher Created End of Unit Assessment</p>	<p>Three Times per Year</p> <p>Typically, six times per year</p>
	<p>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <p>Students will be able to explain and utilize the mathematical practices and concepts and apply them to real world settings.</p>	<p>Frequent Informal Assessments</p> <p>Smarter Balance Mathematics Assessment</p> <p>NWEA Assessment (Local)</p> <p>Teacher Created End of Unit Assessment</p> <p>Mathematics fluency Assessments</p>	<p>Daily</p> <p>Yearly</p> <p>Three Times per Year</p> <p>Typically, six times per year</p> <p>At least four times per year</p>

Literacy in Technical Subjects: Science and Social Science	Students will be able to apply literacy skills to understand the key concepts, academic vocabulary, and content specifics of technical subjects.	Frequent Informal Assessments	Daily
	Students will be able to apply writing and use of evidence to ensure they understand content.	Teacher Created end of Unit Assessments	Typically, 6 times per year
Foreign Language	Students will be able to develop language in Spanish supporting their mother tongue. They will be able to understand simple vocabulary, conventions and historical context of countries whose primary language is Spanish	Interdisciplinary writing assessments	Usually two per year
	Students will be able to apply fine arts standards through the medium of art.	Teacher Created end of Unit Assessments	Typically, six units
Fine Arts	Products will include drawing, painting, knowledge of art history, etc.	Teacher Created end of Unit Assessments	Typically, six units
Physical Education	Students will be able to perform grade level expectations regarding dexterity, movement, and apply physical activity toward a healthy lifestyle.	Teacher Created end of Unit Assessments	Typically, six units

Instrument or Assessment	Purpose	Grade	Timeline	Performance Goal
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English Language Art (ELA)

K - 5

Publisher Assessments	Common Core State Standards ELA		Teachers choice, approximately four times a year	80% of the students will meet
Various Software Monitoring (NWEA) Comprehension and Vocabulary	Common Core State Standards ELA	K - 5	Throughout the year, episodes on the software are completed	80% of the students will meet
Internally Created Assessments (Teacher Created Formative Assessments)	Measure Standards Mastery (ELA)	K- 5	Daily and Weekly	70% of the students will meet
ELA Smarter Balance	Mastery of Content Standards	3- 5	Annually	70% of the students will meet
IB Units of Study	Learning Experiences are Captured	K - 5	Throughout the Year	80% of the students will meet
Presentation of Learning	IB Exhibition	5	Annually	80% of the students will meet
Mathematic Skills	Common Core State Standards Mathematics	K- 5	Two times a year	75% of the students will meet
	Math Numeracy	3-5	Annually	

Smarter Balanced Assessment				80% of the students will meet
Various Software (NWEA, ST Math)	Common Core State Standards Mathematic	K- 5	Throughout the Year	80% of the students will meet
Internally Created Assessments (Teacher Created Formative Assessments	Measure Standards Mastery (Mathematics)	K- 5	Daily and Weekly	70% of the student will meet
Publisher Assessments	Common Core State Standards Mathematics	K- 5	Teachers choice, approximately four times a year	80% of the students will meet
English Language Learners/ELD				
ELD Common Core State Standards	California Common Core ELD States Standards	K - 5	Daily, Weekly, and Quarterly	80% of students will meet
Various Software (NWEA, Wonders)	Measure English Language Development	K - 5	Three times a Year	80% of the students will meet
Internally Created Assessments (Teacher Created Formative Assessments)	Measure Standards Mastery (ELD)	K - 5	Daily and Weekly	70% of the students will meet

Publisher Assessments	California Common Core ELD States Standards	K - 5	Daily, Weekly, and Quarterly	80% of the students will meet
ELPAC	California Common Core ELD States Standards	K - 5	Two Times a Year	80% of the students will meet

Academic Rigor and the Common Core State Standards

Academia Moderna Elementary School will address all state California Common Core State Standards, Next Generation and Appendices. Specific subject proficiency targets are noted in the Academic Growth section below.

Common Core State Standards Goals

Instrument or Assessment	Purpose	Grade	Timeline	Performance Goal
English Language Art (ELA)				
Publisher Assessments	Common Core State Standards ELA	K - 5	Teachers choice, approximately four times a year	80% of the students will meet
Various Software Monitoring (NWEA) Comprehension and Vocabulary	Common Core State Standards ELA	K - 5	Throughout the year, episodes on the software are completed	80% of the students will meet

Internally Created Assessments (Teacher Created Formative Assessments)	Measure Standards Mastery (ELA)	K- 5	Daily and Weekly	70% of the students will meet
ELA Smarter Balance	Mastery of Content Standards	3- 5	Annually	70% of the students will meet
IB Units of Study	Learning Experiences are Captured	K - 5	Throughout the Year	80% of the students will meet
Presentation of Learning	IB Exhibition	5	Annually	80% of the students will meet

Instrument or Assessment	Purpose	Grade	Timeline	Performance Goal
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Mathematics				
Mathematic Skills	Common Core State Standards Mathematics	K- 5	Two times a year	75% of the students will meet
Smarter Balanced Assessment	Math Numeracy	3-5	Annually	80% of the students will meet
Various Software (NWEA, ST Math)	Common Core State Standards Mathematic	K- 5	Throughout the Year	80% of the students will meet
Internally Created Assessments (Teacher Created Formative Assessments)	Measure Standards Mastery (Mathematics)	K- 5	Daily and Weekly	70% of the student will meet
Publisher Assessments	Common Core State Standards Mathematics	K- 5	Teachers choice, approximately four times a year	80% of the students will meet

Instrument or Assessment	Purpose	Grade	Timeline	Performance Goal
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English Language Learners/ELD		K - 5		
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ELD Common Core State Standards	California Common Core ELD States Standards		Daily, Weekly, and Quarterly	80% of students will meet
Various Software (NWEA, Wonders)	Measure English Language Development	K - 5	Three times a Year	80% of the students will meet
Internally Created Assessments (Teacher Created Formative Assessments)	Measure Standards Mastery (ELD)	K - 5	Daily and Weekly	70% of the students will meet
Publisher Assessments	California Common Core ELD States Standards	K - 5	Daily, Weekly, and Quarterly	80% of the students will meet
ELPAC	California Common Core ELD States Standards	K - 5	Two Times a Year	80% of the students will meet

Science				
Instrument or Assessment	Purpose	Grade	Timeline	Performance Goal
Science Skills	Common Core State Standard/ NEXT Generation	5	Annually	80%

Smarter Balanced	Mastery of Content	3-5	Annually	80%
Publisher Assessments	Mastery of Content	K-5	Daily, weekly and each quarter	80%
	Reading Comprehension	K-5	Daily, weekly and each quarter	80%
History/Social Science				
Social Studies Skills/Smarter Balanced	Common Core State Standards	3-5	Annually	80%
IB Units of Study	Mastery of Content	K-5	Teacher Created	80%
Publisher Assessments	Measure Standards Mastery	K-5	Daily, weekly and each quarter	80%

Alta Public School developed 2017

In addition, students at Academia Moderna Elementary School will foster lifelong learning and interpersonal skills. All activities will include assessments and reflection on students' core subject knowledge as well as the following life skills, including:

Life Skills

Life Skills	Goals	Measurement
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level	90% mastery scores earned using IB Rubrics
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes	90% participation in student self-assessments (reflection) such as journals, learning logs, IB Rubric sheets, etc.
Goal Setting	Learn to set their own short-term and long-term goals in keeping with their own goals and abilities	80% of goals set on student/teacher created goal sheets will be reached each marking period.
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills	90% mastery on Critical Thinking Rubrics
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community	5% annual decrease in office Discipline Referrals

Technology	Be familiar with current technology and use programs and tools appropriately in their school work and community project.	80 % of Assessment scores will increase over the pre-test.
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Academia Moderna Elementary School will design projects and lesson plans for each core subject according to California Common Core State Standards. Additionally, all applicable ESSA regulations will be included in the curriculum or assessment procedures as necessary. Academia Moderna Elementary School will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including.

Academia Moderna Elementary School’s response to the Common Core State Standards in Literacy, students apply their literacy skills to enhance their learning. This course will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship.

Academia Moderna Elementary School will provide students with “Technology readiness” which is the process by which schools put in place both the technology and technology-related administrative processes to successfully administer Smarter Balanced assessments. Becoming “technology ready” for Smarter Balanced ensures that the required technology operates as seamlessly as possible during test administration, that it does not interfere with or unduly influence the robust and fair assessments of what students know and can do, and that schools are able to live up to their obligations under state and federal education law.

G. Other Performance Targets

Academia Moderna Elementary School will maintain clear and high expectations for its students and their academic achievements. The school will meet the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its State growth targets.

All future data will be disaggregated to show how sub-groups such as English Learners, non- English Learners, mobility, gender, and other relevant sub-groups perform. The school administrators, staff,

and teachers will be held accountable to the Board for meeting the school outcome goals. Academia Moderna Elementary School will pursue the following outcome goals. Pursuant to AB1137, we expect the Academia Moderna Elementary School petition to be renewed should it satisfy at least one of the following student outcome goals.

ELPAC

ELPAC
Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests with a potential to transition to computer-based tests
Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12

Four performance levels

H. Grading, Progress Reporting, and Promotion/Retention

To focus clearly on student learning, it is necessary to have a grading policy that is fair, consistent and meaningful. Grading and reporting are foundational elements in nearly every educational system. Grading represents teachers' evaluations — formative or summative — of students' performance. Reporting is how the results of those evaluations are communicated to students, parents, or others. Because of their fundamental nature, educators must ensure that grading and reporting always meet the criteria for validity and reliability. And because of their primary communication purpose, educators must also ensure that grading and reporting are meaningful, accurate, and fair.

What research tells us

The first step in sound classroom assessment practices associated with grading is to ensure that grades are meaningful. In determining students' grades, teachers typically merge scores from major exams, compositions, quizzes, projects, and reports, along with evidence from homework, punctuality in turning in assignments, class participation, work habits, and effort. Computerized grading programs help teachers apply different weights to each of these categories (Guskey, 2002) that then are combined in idiosyncratic ways (McMillan, 2001; McMillan, Myran, & Workman, 2002). The result often is a grade that is impossible to interpret accurately or meaningfully (Brookhart & Nitko, 2008; Cross & Frary, 1996). To make grades more meaningful, we need to address both the purpose of grades and the format used to report them.

Academia Moderna Elementary School's grading and progress reporting systems

Progress reports will be provided to parents at the end of each quarterly reporting period during the school year. These reports will report the grade for each subject in which the student was enrolled for that period. Quarter grades may be changed to reflect learning that occurs in a subsequent quarter (s).

At the beginning of each school year, principals will discuss assessment and grade reporting practices at a staff meeting. Topics will include, but not be limited to, Board and school policies and procedures, student assessment and evaluation research and best practice and other relevant topics.

No single project, test, research paper or other assignment can have such a bearing on the student's grade as to cause the student to receive a failing grade at the quarter or semester reporting date.

Parent-teacher conferences will take place before the end of the first semester. Additionally, teachers will schedule conferences with parents/guardians of students they feel would benefit from more information not contained on the progress report. Students may be involved in these conferences when the parent and teacher agree that such participation is appropriate for the age of the student and the content of the conference.

Academia Moderna Elementary School's teachers shall update student assignment grades regularly (at a minimum every ten (10) school days) on the Power School online reporting system for viewing by students and their families. All assignments and tests shall be graded as soon as reasonably possible, but in no event more than fifteen (15) school days after the assignment or test is turned in. All assignments received within twenty (20) school days of the end of the first semester must be posted within twelve (12) school days.

Grading Policy

Academia Moderna Grading and Reporting Policy

Grading is the process by which teachers assess student learning and progress towards mastering California's content standards. Reporting is the process by which teachers communicate and inform parents/guardians about student mastery of taught subject matter and skills.

Course of Study

Academia Moderna follows California's Department of Education and International Baccalaureate's Primary Years Programme guidelines for grading. Students are required to demonstrate the knowledge and skills necessary to read, write, speak, compute, problem solve, critically think, use technology, effectively communicate, and build character across all content subject areas.

Confidentiality Regarding Student Grades

Teachers may involve students and others in appropriate monitoring activities (e.g. checking a spelling), it is the responsibility of the teacher to grade student classwork, homework, projects, and assessments. When displaying student work, students' names are removed to conceal their identity.

Homework

Homework is designed to promote high-quality student learning and achievement. Homework is an out of classroom assignment to enhance student learning. It is to reinforce what is taught in the classroom to provide practice in specific skills. Homework is examined by the teacher to assess skills and knowledge in order to inform instruction and standard mastery. Homework is not assigned as a discipline consequence.

Examples of Homework

1. Are standards-aligned and meet the needs of students
2. Are designed to ensure no additional teaching is needed
3. Are designed to reinforce basic foundational skills
4. Are articulated clearly so students know what is expected of them
5. Are engaging and relevant to student learning
6. Are designed so parents/guardians do not need to teach additional concepts
7. Are designed so additional resources are not needed that students may not

have access to (i.e. technology)

Make-Up Work for Absences

Students are expected to make-up assignments, projects, and assessments after an absence. Students will not receive a grade penalty for make-up work from an absence. Teachers, students, and parents/guardians can make arrangements about accepting late work in cases of extenuating circumstances.

Grading in Special Programs

All Academia Moderna Charter School's expectations apply to English Learners, Gifted and Talented, and Students with Disabilities. Teachers must make sure to provide students with the appropriate instruction, differentiation, and/or accommodations to meet each student's level of proficiency. Any variation in grading needs to be related to student's specific condition, and should be part of an Individual Education Plan (IEP). Grades for Students with Disabilities need to be based upon performance that demonstrates mastery of California's content standards that use the recommended accommodations and/or modifications.

Grading Guidelines

1. Teachers are to maintain students' grades in a secure location
2. Formative and diagnostic measures such as NWEA are not to be used as grades
3. Grading on report cards occurs every quarter
4. Grades are to be given for standard mastery
5. Grades are to be given for International Baccalaureate's (IB) Learning Experiences

Grading Marks

Students receive grading marks that are based on a 4, 3, 2, 1 scale that correlate to CAASPP's achievement level descriptors.

4 = Exceeds the Standard (above grade level expectation)

3 = Meets the Standard (developing appropriately)

2 = Approaches the Standard (beginning to develop)

1 = Does not yet Meet the Standard (needs to develop)

NE = Not Evaluated at this Time

Content on Report Cards

Teachers use report cards to communicate with parents/guardians student progress towards content standard mastery for all subject matters taught. Report cards are given out every quarter (four times a year). English and Spanish versions of report cards are available based on parent/guardian preference.

The content recorded on the report cards is based upon power/focus standards. Each grade collaborated to determine their power/focus standards. Power/focus standards development occurred through the process of examining all grade-level content standards, expected student learning outcomes, IB Units of Study, and SBAC claims and targets. In addition, IB Learner Profile and Attitudes are also graded to reinforce citizenship, international mindedness, and a broad range of human capacities and responsibilities that go beyond a classroom setting.

Other items listed on the report are absences, tardies, ELPAC, and Interventions.

Conferences

Parent-teacher conferences give teachers an opportunity to discuss student progress with parents/guardians. This opportunity happens four times a year. Early release days are built into the calendar to provide teachers and parents/guardians to meet. Conference forms are sent home and are used to schedule the date and time of the conference. Parents also sign in the day of their conference, and Spanish translation is available.

Typically the topics of discussion at the conference include but not limited to report card grades, attendance, tardies, discipline, review of assessment data, review of IB Learning Experiences, and strategies for improvement and growth.

Parent Communication

Academia Moderna Charter School values parent/guardian participation in a child's education. Ongoing communication helps parents stay informed about their child's academic progress. Parents are contacted via email, phone, text, or app (ClassDOJO).

Retention Policy

Promotion and Retention Policy

Academia Moderna Charter School expects students to progress through each grade level within one school year. Promotion and retention shall be based on academic mastery of grade level standards. Expectations and measurements for promotion and retention shall vary based on grade-level content. Promotion and retention determination is based on EC [48070 - 48070.6].

A student may be promoted or retained on the basis of academic achievement of subject content material over the course of a grade level year. In deciding promotion or retention, Academia Moderna Charter School shall consider:

1. The recommendation of the student's teacher
2. The student's grades in each subject content
3. The student's score on assessments such as SBAC
4. Any other necessary academic information

Promotion in Special Programs

In assessing students in special programs teachers need to be flexible. Various methods that allow students to demonstrate their knowledge need to be utilized. Assessments using varied languages, methodologies, and instruments are used when appropriate to determine if students have mastered the necessary skills.

Retention

- Kindergarten - If the school team and parents agree that a student shall continue in kindergarten for an additional year, a signed agreement between parents and the school must happen. The student shall not continue in kindergarten for more than one additional school year.
- Grades 2 through 5 - If a student is continually performing below the minimum standard for promotion to the next grade level, the student shall be retained in his/her current

grade level. If the school team, teacher, or parent/guardian determine that retention is not the appropriate intervention, other recommended interventions shall be identified.

- No student shall be retained more than once in kindergarten through fifth grade.

Acceleration

If high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into account when determining acceleration.

J. Methods To Measure Student Outcomes

Academia Moderna Elementary School will use the following methods to assess student progress and fulfillment of instructional objectives:

- School wide Quarterly Assessments, such as NWEA Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from NWEA and Interim SBAC. Teachers will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.
- Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.
- IB Projects and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work

in extended project blocks during the last week of each semester. IB and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 5th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 6th through 8th grades might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

- Academia Moderna Elementary School staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.
- State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams.
- Academia Moderna Elementary School Data Dashboard: Beginning in 2016-2017, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. In addition to use of the NWEA Assessment Tools aligned to Common Core State Standards.
- The *FITNESSGRAM* is composed of the following six fitness areas, with a number of test options provided for most areas:

Aerobic Capacity

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run
- Walk Test (only for ages 13 or older)

Abdominal Strength and Endurance

- Curl-Up
- #### Upper Body Strength and Endurance

- Push-Up
- Modified Pull-Up
- Flexed-Arm Hang

Body Composition

- Skinfold Measurements
- Body Mass Index
- Bioelectric Impedance Analyzer

Trunk Extensor Strength and Flexibility

- Trunk Lift

Flexibility

- Back-Saver Sit and Reach
- Shoulder Stretch

The FITNESSGRAM uses objective criteria to evaluate performance for each fitness areas. The Cooper Institute established these criteria using current research and expert opinions. (cde.ca.gov. FITNESSGRAM, 2017)

Element 4: GOVERNANCE STRUCTURE

“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(b)(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 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 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(b).

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.¹

¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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 Public Records Act.

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. 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.

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.

A. GOVERNANCE STRUCTURE

Academia Moderna elementary school is a directly-funded, independent charter school and is operated by a 501(c)3, non-profit public benefit corporation, Alta Public Schools. Alta Public Schools is organized under the Non-profit Public Benefit Corporation Laws of California, specifically with the purpose of exclusively establishing and operating charter schools pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

An organizational chart illustrating the supervisory, advisory, and key stakeholders is shown below. As illustrated below in the most recent organizational chart for Alta Public Schools, the Alta Public Schools Foundation is a separate not-for-profit, 501(c)3 organization created for the purpose of fundraising and holding title for Alta Public Schools. The Board of Directors for the APS Foundation is the same Board of Alta Public Schools. The APS Foundations does not have any employees nor does it hold title. The AMPT, LLC and the PTMS, LLC are holding companies related to Alta Public Schools created as real estate holding companies. Reaffirming the District Required Language, the APS Foundation, AMPT LLC, and the PTMS, LLC operate and conduct business at an arms length from that of Alta Public Schools.

The organizational chart illustrates the “Board” being the board for the Alta Public Schools Board. It also illustrates the current Board Committees, which are the Finance, Nominating, and Human Resources Committees. The Finance and the Human Relations Committees are lead by staff members.

Finance Committee Roles and Responsibilities

The finance committee is commissioned by and responsible to the APS Board. It has the responsibility for working with the CEO and Director of Finance to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the charter school's assets. The finance committee shall be assisted by the CEO and Director of Finance.

Appointments and Composition

1. The members of the Finance Committee shall be the Treasurer of the Board who shall serve as Chair, the Chair who shall serve as an ex-officio member, together with other trustees appointed by the Chair with the advice and consent of the Board
2. Both the CEO and the Director of Finance will be members of the Finance Committee.
3. Additional committee members may be appointed and need not be members of the APS Board of Directors.

Responsibilities

1. Prepare an annual budget for the charter school in collaboration with the CEO and the Director of Finance.
2. Also in collaboration with the CEO and the Director of Finance, develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast.
3. Arrange for an annual audit to be provided to the APS Board of Directors
4. Provide oversight of the procurement process.
5. Review monthly financial statements and variances from budget, and recommend action to the Board, as appropriate.
6. Create specific measurable Board-level goals for the year as part of the full Board planning process.
7. Develop and implement a Board-level training program to ensure that all Board Members (especially those without a financial background) can be effective stewards of the school's financial resources.
8. Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.
9. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.

Human Resources Committee Roles and Responsibilities

I. Establishment by the Alta Public Schools Board

The Bylaws of the Alta Public Schools Board provides for the establishment of a Human Resources Committee.

II. Statement of Purpose

The purpose of the Human Resources Committee is to assist the APS Board in (1) reviewing the APS compensation philosophy, policies, and procedures to ensure that they are fair and equitable to employees and provide appropriate stewardship of APS human and financial resources; (2) determining reasonable compensation for the CEO and certain other senior positions; and (3) reviewing human resources management at APS and examining with management significant developments in such areas as employee engagement, succession management, leadership and employee development, and diversity.

III. The responsibilities and duties of the Human Resources Committee shall include the following:

1. Assist the APS Board in determining reasonable compensation for the (a) CEO, (b) all positions, regardless of designation, above a certain compensation threshold, based on current compensation data for comparable positions at comparable

- entities; the Committee shall employ, as needed, outside consultants to develop such comparative compensation data;
2. Determine reasonable compensation for specific positions identified annually by the Committee in line with compensation best practices;
 3. Ensure that APS complies with Section 4958 of the Internal Revenue Code, which imposes excise taxes (“intermediate sanctions”) on persons who are in a position to exercise substantial influence over a Section 501(c)(3) organization (“Disqualified Persons”) or who participate in making or receiving excessive compensation arrangements (“excess benefit transactions”); and
 4. Undertake such other matters and review such other issues as maybe directed from time to time by the APS Board.

Nominating Committee Roles and Responsibilities

The Nominating Committee is commissioned by and responsible to the APS Board. It has the responsibility for identifying potential qualified Board members; presenting recommendations to the Board; monitoring Board composition; recommending to the Board appropriate policies for the management of Board composition. The Nominating Committee shall be assisted by the CEO.

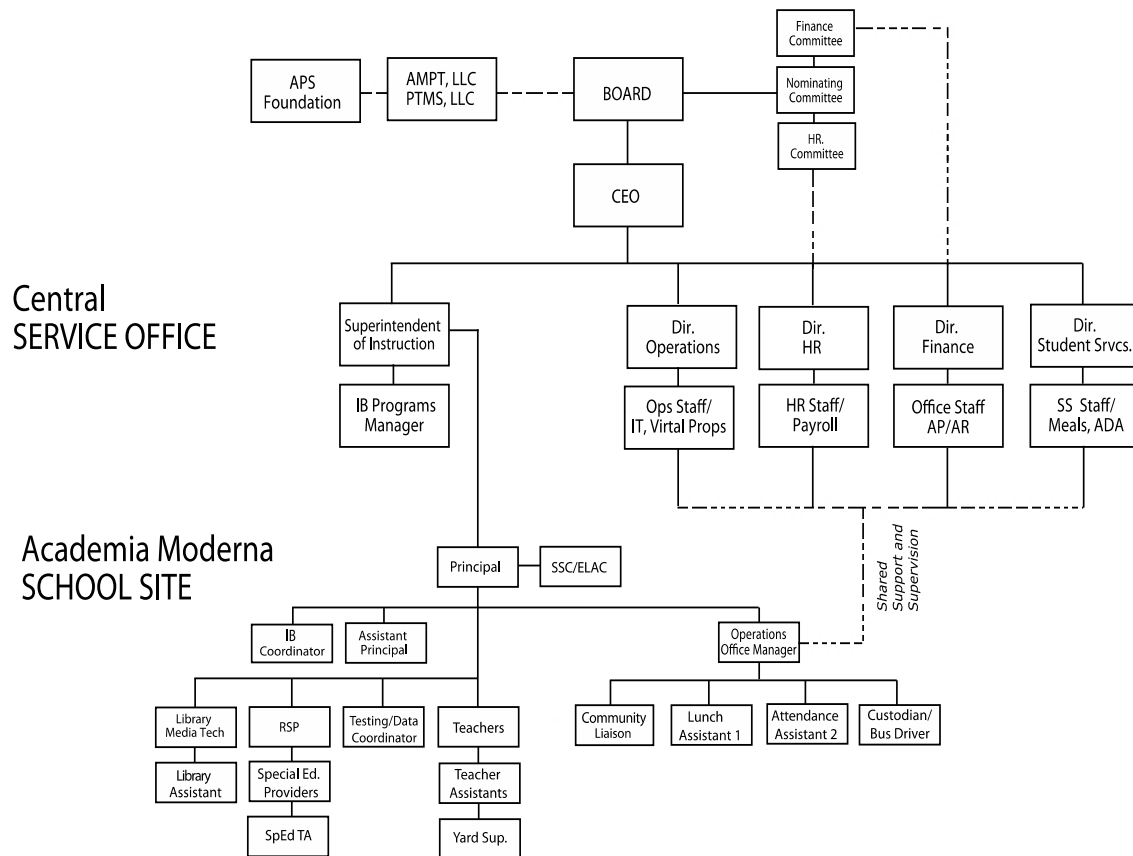
Appointments and Composition

4. The members of the Nominating Committee shall be the Chair of the Board who shall serve as Chair, the Chair who shall serve as an ex-officio member, together with other members appointed by the Chair with the advice and consent of the Board
5. Additional committee members may be appointed and need not be members of the APS Board of Directors.

Responsibilities

10. Prepare an annual Board member needs survey for the Board in collaboration with the CEO
11. Develop a long-range Board composition plan based on service years of Board members.
12. Recommend to the full Board potential new Board members after the due diligence process has been completed

Alta Public Schools and Academia Moderna Organizational Structure 2018-2019



B. ROLES AND RESPONSIBILITIES OF BOARD OF DIRECTORS

The general duties of the Board include:

- Promote, protect and ensure the mission and vision of the Academia Moderna is carried out.
- Hire, evaluate, and if necessary, terminate the Chief Executive Officer's employment.
- Hire, promote, discipline and dismiss all employees after consideration of a recommendation by the Chief Executive Officer
- Approve all contractual agreements and allocation of funds
- Approve and monitor the implementation of all general policies
- Approve and monitor the annual budget
- Act as a fiscal agent, which includes the receipt of funds for operations

- Contract with an expert external auditor to produce an annual financial audit
- Regularly measure progress of both student and staff performance
- Develop, review, and or approve performance measures, including Board/school goals
- Approve the school calendar and schedule of Board meetings
- Develop Board of Directors policies and procedures
- Participate in the dispute resolution and complaint process when necessary
- Approve charter amendments
- Approve the annual fiscal audit and performance report
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
- Create officers or committees as needed, including but not limited to, hiring committees, compensation committees and an Finance committee

The duties of the Board Chair include:

- The Board's point of contact on all operational issues
- Advisement to the Board concerning the Corporation's business
- Oversight and implementation of all Board orders and resolutions
- Representing the Corporation within the boundaries of policies and purposes established, including the SBE
- Updating the Board on staff performance concerning program objectives

The duties of the Treasurer include:

- Oversight of all books and records of accounts and business transactions
- Oversight of all deposits and disbursements of money and valuables
- Oversight of formation and function of annual audit committee findings and reporting
- Serving as a liaison to the SBE on issues related to fiscal matters

The duties of the Secretary include:

- Give notice of all meetings of the Board of Directors
- Book minutes, proceedings and actions of the Board of Directors
- Bookkeeping and noticing for all meetings
- Brown Act training
- Serving as a liaison to the SBE on issues related to policy and records

C. ROLES AND RESPONSIBILITIES OF EXECUTIVE-LEVEL STAFF

The duties of the Chief Executive Officer include:

- Ensuring the overall management of the Corporation and Academia Moderna
- Developing and implementing policies and procedures pursuant to the corporation's mission
- Serving as the agent/staff liaison to the Board of Directors
- Fulfills job responsibilities outlined in CEO Job Description in Element 5

The duties of the Superintendent of Instruction include:

- Serving as the chief academic officer for the Academia Moderna
- Supervision of instructional personnel and program
- Monitoring academic accountability and student progress toward measurable outcomes
- Fulfills job responsibilities outlined in Superintendent Job Description in Element 5

The duties of the Director of Finance include:

- Serves as the chief financial officer for Academia Moderna

- Monitors the financial viability of Academia Moderna
- Provides general accounting for Academia Moderna, including benefits accounting and payroll
- Provides all financial reporting to local, state and federal agencies
- Fulfills job responsibilities outlined in Director of Finance Job Description in Element 5

The duties of the Director of Student Services include:

- Serves as the manager of student services, such as in meal accounting and enrollment activities
- Monitors enrollment process and serves as lead for outreach and retention activities
- Serves as oversight coordinator for meal and attendance reporting
- Serves as oversight coordinator for all parent coordination activities
- Fulfills job responsibilities outlined in Director of Student Services Job Description in Element 5

The duties of the Director of Human Resources include:

- Serves as the lead coordinator of human capital, on-boarding and off-boarding
- Serves as the Custodian or Records for all local, state and federal agencies
- Monitors all staff compliance with department of justice and health requirements
- Leads payroll activities and monitors all benefits and cost reporting
- Fulfills job responsibilities outlined in Director of Student Services Job Description in Element 5

The duties of the Director of Operations include:

- Provides maintenance and development of new and existing properties
- Monitors grounds maintenance and custodial work for all existing facilities
- Acts as owner's representative for all city and county permitting functions
- Oversees student transportation logistics and DMV monitoring
- Fulfills job responsibilities outlined in Director of Operations Job Description in Element 5

D. BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors of Alta Public Schools governs Academia Moderna.

The Board of Directors shall consist of at least five (5) no more than nine (9) Directors unless changed by amendment to the Alta Public Schools bylaws. The Board composition can include parent representatives from charter schools operated by Alta Public Schools and community members. One (1) seat shall be made available to the authorizing entity.

Vacancies on the Board of Directors shall be filled by approval of the Board of Directors. Any vacancy caused by the death, resignation, or removal of a Director shall be filled in accordance with the provisions of California Corporations Code: Title I, Corporations; Division 2, Non Profit Corporations Law; Part 2, Non Profit Public Benefit Corporations, Chapters 1-19, as indicated in APS Bylaws.

The composition of the Alta Public Schools Board of Directors contributes to effective school governance by ensuring that key areas of business, finance, and educational administration are represented to ensure fiduciary rigor over the Charter School. Moreover, the Board's composition was designed to include community and parent membership to ensure that decision-making is informed by internal and external constituencies.

E. CRITERIA AND PROCESS FOR SELECTING BOARD MEMBERS

Board member qualifications

The Alta Public Schools Board of Directors maintains broad professional representation in its composition, including but not limited to: educational administration, community affairs, finance, philanthropy, public employment, real estate, technology, and visual and performing arts.

Selection process

Board members and officers are elected at the annual meeting each year, or as needed by special proceedings of the Board of Directors. Before the annual meeting, a nominating committee of three (3) Board members nominates qualified candidates for a three-year term of service or until a successor is elected. A general announcement is made that any member of the community may nominate anyone by providing names and CV to the nominating committee. As indicated in the bylaws, all subsequent directors shall be elected by a majority vote of the Board at the annual meeting of the corporation, including the votes of any Director whose term of office expires with such meeting.

Board member terms

“All Directors shall serve terms of three (3) years, arranged so that not more than one-half plus one of the Directors’ terms shall expire in any year. Directors may serve any number of consecutive terms.” The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

F. GOVERNANCE PROCEDURES AND OPERATIONS

Regular meetings of the Board of Directors, including annual meetings, are held in Walnut Park, CA, Los Angeles County by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.” It is the prerogative of the Board to meet as the members deem it necessary.

G. BOARD AND COMMITTEE MEETINGS

Public meetings are held once each month, and all Board committees may meet in the interim and may make recommendations to the APS Board. The Board and Board committees will abide by the laws pertaining to open public meetings. All meetings will adhere to the Brown Act for purposes of noticing the public: We will post notices seventy-two (72) hours in advance of a regular Board or Board Committee meeting; we will post notices twenty-four (24) hours in advance of a Special Board or Board Committee Meeting; we will post notices one (1) hour in advance of Emergency Board or Board Committee meetings. We will post in all locations where the public is most likely to see the notices, including our website.

Meetings of the Board of Directors are held at such times and places to best accommodate the public, in accordance with Government Code section 54954(b). In accordance with the Brown Act, 72-hour public notice is given before a regular meeting, and 24-hour notice if given before special meetings. Board meetings are held in Walnut Park, CA, Los Angeles County.

Agendas are posted in areas that are convenient for public viewing, such as entry doors, display cases and on our website - . At minimum, board and committee meeting agendas are posted in

the Charter School's front office and on the School's website. Additionally, minutes of these meetings are recorded and filed in the administration office, and are accessible for public viewing or reproduction and are posted on the Charter School's website.

Each June, the Chief Executive Officer submits to the Alta Public Schools Board of Directors a proposed calendar of regular Board meetings for the following fiscal year (July 1 – June 30). The Alta Public Schools Board of Directors then adopts the board-meeting calendar, subject to discretionary meeting date changes. Similarly, committees set their meeting schedules are proposed by the committee chairs for the following fiscal year.

H. BOARD OF DIRECTORS' DECISION-MAKING PROCESS

Quorum and voting requirements

A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

I. ABSTENSION and RECUSAL

Board members reserve the right to abstain from any vote. Recusal from those votes that may appear as a conflict of interest relating to approval of contracts or transactions in which a Director has a direct or indirect material financial interest is mandatory. Any votes must otherwise be consistent with all applicable conflict of interest and ethics requirements.

A Board member who is affiliated with a prospective vendor, consultant or employee shall abstain and recuse him/herself from voting with regard to any transaction between the Charter School and that person and, after disclosing his or her interest, shall leave the room during discussion and while the vote is taken and in accordance with Government Code 1090 as it relates to Conflict of Interests.

J. TELECONFERENCE PARTICIPATION

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board will meet monthly, unless otherwise directed, to review Academia Moderna's gains and provide support in achieving short-term and long-term goals set by the school.

K. STAKEHOLDER INVOLVEMENT

The Academia Moderna decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Academia Moderna are focused to achieve the educational student outcomes outlined in the petition
- Ensure that staff members are involved in the decision-making process
- Ensure that parents, community members, and school personnel are involved as active partners in the decision-making process
- Ensure that stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes
- Ensure that all school community members are made aware of all activity by the utilization of our web and social media sites

The Academia Moderna model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Chief Executive Officer will have final authority in all matters pertaining to school operations. The Superintendent of Instruction and the APS Board will have final authority in all matters pertaining to instructional pedagogy. The International Baccalaureate program is founded on the principle of inclusiveness. Therefore, as representatives of the IB program, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of Academia Moderna. It is our belief that as we build an IB culture and community, more parents will champion the school vision and mission.

L. STAFF INVOLVEMENT IN SCHOOL GOVERNANCE

Both classified and certificated staff will have the opportunity to participate in staff advisory committees. These committees will provide a communication channel by which the Chief Executive Officer, Superintendent, and School Site Council will be informed of employee stakeholder inquiries, ideas, and concerns.

M. PARENT INVOLVEMENT IN SCHOOL GOVERNANCE

Academia Moderna understands that parental involvement in the life of the school is essential to the success of the school. Academia Moderna made it a priority in its mission to have parent participation throughout the school, including serving on the APS Board of Directors and in consulting parents on instructional program. Academia Moderna will encourage parents to participate in the school by:

1. Signing a commitment with the school, after the student is enrolled, that will encourage each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school cleanup days will be provided for those parents that can't meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person

meeting with the Principal or the Superintendent. Parents may opt out of their volunteer hours by marking “opt out” on the Volunteer Hours Commitment form. Alternatives include:

1. Saturday school clean up days
2. Holiday school clean up days
3. In-home reading time with school students
4. In-home teacher grading or translating
5. In-home trip scheduling
6. In-home communications with other parents

2. Parents will be encouraged to serve on the School Site Council (SSC). Parents will be consulted regarding the school’s educational programs and student progress through meetings and informational bulletins on an ongoing basis. The school web site will facilitate the dissemination of information on areas of specific interest to parents.

To involve stakeholders in the consultation process, Academia Moderna’s Principal will involve the students by surveying them on their academic and enrichment needs. We will involve parents, teachers and staff in developing the school’s annual LCAP and will work with all stakeholders to participate in reviewing the school’s annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

As per Statutory Provisions:

Adhering to EC Section 52852: A School Site Council (SSC) shall be established at each school, which participates in school-based program coordination. The council shall be composed of the Principal and representatives by: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, pupils selected by pupils attending the school.

School Site Council (SSC) and Other Committees

The Principal will manage the day-to-day operation of the instructional program and instructional staff of Acadmeia Moderna. The Superintendent may assist in creating and leading specific committees, which will include stakeholders of the instructional program at the school. The Principal will create parent and teacher committees. The Superintendent or Principal may choose to serve on the SSC or other committees and have a designee to gather parent and school-level information to be taken for discussion and information to the APS Board.

Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the School Site Council (SSC) and other grade level and school-wide committees.

1. The Principal shall be an ex officio member of the school site council.
2. The Principal may invite other stakeholders to act in an advisory capacity at the School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process, as is part of the development of the Local Control Accountability Plan (LCAP). While the model of decision-making at Academia Moderna is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Chief Executive Officer holds final authority in all matters pertaining to operations and the Superintendent of Instruction and Principal has authority in all matters pertaining to instruction.

3. Taking part in the School Site Council and other parent and school-wide committees, such as the fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Academia Moderna community.
4. Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children's experience at Academia Moderna.
5. Taking part in the creation of a monthly newsletter created for parents by parents.
6. Taking part in the administration of the Parent Center dedicated to parent learning.

English Learner Advisory Committee (ELAC)

English Learner Advisory Committee, in accordance with the California Education Code, section 52176(b), all schools with twenty-one or more English learner (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC). Schools are required to form the ELAC at any time during the school year when the number of identified EL students reaches 21 or more. All parents with students attending the school in which the ELAC is established are eligible and should be encouraged to participate in the ELAC. The Principal will ensure that instruction of ELAC members receive appropriate training.

ELAC Responsibilities

1. The ELAC shall be responsible for advising the Principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. Ways to make parents aware of the importance of regular school attendance.
 - c. Advise on the development of the SPSA/LEA Addendum in relation to the English Learner Master Plan.
 - d. Assist in the development of the school's language census, assessment of achievement gaps of the EL student population, and the development and evaluation of the school's programs and services for EL students.
 - e. Advise on efforts to inform parents about the importance of regular school attendance, review the school's student attendance data and the Alta Public Schools 's student attendance policy.
 - f. Include on the meeting agendas information related to the Alta Public Schools' English Learner Master Plan.
 - g. Use the Comprehensive School Needs Assessment to identify and address the linguistic and academic needs of EL students and to develop training and support for parents.
 - h. Convene six times per year at a time that is agreeable to members. These six meetings do not include a mandatory orientation and election.
 - i. Adhere to the California Open Meeting Law (Brown Act) as required by California Education Code 35147
 - j. Maintain the following documents on file (scanned electronic or hard copy) in a secure location for five years and be available for review during Alta Public Schools, state and federal compliance reviews: orientation and election meeting announcements, ballots, minutes, records of attendance, agendas, handouts, documents used to verify member eligibility requirements,

ELAC Composition Requirements

1. Parents of English learners comprise at least the same percentage of the ELAC membership, as English learners constitute of the school's total student population. Forty-three percent of the students at Academia Moderna are English learners; parents/guardians of English learners comprise 43% of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

ELAC Elections

1. Parents or guardians of English learners will have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the Alta Public Schools English Learner Advisory Committee (ELAC).
3. Alta Public Schools may use a system of proportional or regional representation.

ELAC Training

The Alta Public Schools shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or Alta Public Schools funds may be used to cover costs of training and attendance of ELAC members. This may include costs for childcare, translation services, meals, transportation, training cost, and other reasonable expenses.

Element 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(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.

A. Employee Positions and Qualifications

Academia Moderna will employ a Principal, Assistant Principal, IB Coordinator, teachers, Special Education specialist, Business Manager, office manager, office assistant, teacher assistants, yard personnel and a custodian. Alta Public Schools Central Service Office will provide additional administrative support, which includes the expert assistance by the Director of Human Relations, Director of Student Services, Director of Finance, Director of Operations, Superintendent of Instruction and the Chief Executive Officer.

Job Descriptions and Qualifications

All Alta Public Schools Directors that serve Academia Moderna shall exhibit the following leadership traits:

- Is accessible to all in the community including teachers, staff, parents, and children
- Will act with fairness, integrity, and respect for diversity
- Will lead collaboratively at every level of the school
- Is knowledgeable of the educational and/or business practices that will fulfill our school’s mission
- Utilizes all available financial and human resources to maximize student performance

CHIEF EXECUTIVE OFFICER

The primary objective of business management at Academia Moderna is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the

educational improvement strategies of the school. S/he provides leadership by (1) advocating and supporting the philosophy, mission, and direction of the school in the school and greater community; (2) garnering support and commitment for the Academia Moderna mission and vision and IB program from staff, students, parents, and the community; (3) implementing program initiatives through appropriate professional staff development; and (4) promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders. The Chief Executive Officer is required to prioritize and fulfill the following job responsibilities:

I. Stakeholder Relations

General Relations

- Ensures proactive clear communication with Superintendent, Staff, and Board
- Updates the Academia Moderna community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or school values
- Board Relations
- Works with Superintendent, Board and attends all Board meetings
- Provides the Board "The CEO's Report," which is a complete status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Works with District to secure needed resources, such as Prop 39 facilities, Special Education services
- Networks with community funding resources
- Parent Relations
- Leads, and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Encourages and motivates parent participation to meet volunteer hour requirements
- Conducts surveys for parent feedback and publishes results in the school newsletter
- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Academia Moderna community
- Clarifies and resolves personnel issues

II. Supervision

Staff Supervision

- The CEO oversees the Superintendent and the other APS Directors. The school Principal oversees the Business Manager, Office Manager and other administrative positions, such as the AP, to ensure completion of all job responsibilities at school
- Provides opportunities for teacher leadership
- Articulates an active supervision model which encourages high staff performance
- Oversees APS administration staffing responsibilities
- Creates and updates an Employee Handbook which includes personnel policies
- Ensures adequate staffing and training for planned extended day program

School Supervision

- Ensures campus safety and orderliness
- Creates and implements a school wide emergency plan
- Ensures compliance with school safety needs

Staff Development

- Determines and facilitates administration staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops and maintains a professional resource library

- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Special Education Supervision

- Supports Superintendent, which holds Principal and Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

Parent Education

- Facilitates parent education and parent involvement in school culture
- Facilitates educational workshops based on need for parents and volunteers

School Committees and Parent Groups

- Attends meetings of parent groups and business committees
- Provides support and timely information to facilitate the achievement of committee goals

III. Strategic Planning Oversight

- Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing long and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's programs can be developed to realize the school's vision
- Communicates and collaborates with school community to meet planning needs

IV. Review of Programs

- Provides support to Superintendent in applying for WASC accreditation
- Oversees school-wide Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

V. Business Management Responsibilities

Development

- Identifies grant sources and oversees execution process
- Implements school-wide fundraising opportunities
- Motivates school community to develop fundraising opportunities
- Networks possible funding sources
- Maintains database of contributors and contacts, and performs follow up
- Seeks new sources of funding on an ongoing basis, and cultivates current sources
- Oversees State, County and District funding requests
- Integrates fundraising/development efforts into the long term goals of the school
- Finds resources within parent community to support development efforts
- Creates building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- Creates and manages budget with direction from Board, Budget and HR Committees
- Creates detailed reports on school's financial status and submit at regularly scheduled Board Meetings
- Manages payroll and benefits
- Manages contracts

Physical Plant

- Interfaces with building management
- Oversees maintenance and janitorial services
- Maintains code compliance
- Implements computer technology maintenance and support

- Manages purchasing and inventory

Data Management

- Oversees maintenance of website and school network
- Oversees the acquisition and training of school Student Information System
- Oversees the gathering, analysis, interpretation and reporting of data
- Oversees records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Oversees attendance reporting process in order to maximize funding

Overall Qualifications:

- Master's Degree in Education or equivalent or
- Demonstrated experience in the leadership and management
- At least 5 years' experience in the field of charter school education
- Demonstrated organizational development leadership
- Experience in school finance and nonprofit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Experience in and knowledge of IB education
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ
- TB Clearance

SUPERINTENDENT OF INSTRUCTION - ESSA Credentialed

The Superintendent of Instruction will be responsible for the achievement of the mission and vision of Academia Moderna through successful implementation of the educational program.

S/he provides leadership by (1) advocating and supporting the philosophy, mission within the Academia Moderna staff, students, and families; (2) being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs; (3) providing support for program initiatives through appropriate professional staff development; (4) working effectively within a team environment; (5) demonstrating the use of appropriate communication tools and current technology; (6) promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation; (7) implementing a shared decision-making process agreed upon by all stakeholders; (8) demonstrating the ability to make informed and objective decisions; and (9) modeling life-long learning by engaging in continuing education.

The Superintendent contributes to a culture of excelling by fulfilling the following responsibilities:

I. Instructional Leadership

Curriculum Development

- English Language Learner education, approach, and curriculum
- IB education, approach, and professional development
- Special Education
- Curriculum development in conjunction with State standards
- Alternative assessment models, and Methods and Practices
- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and

administrative practices

Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Behavior Support

- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

II. Communication Responsibilities

General Relations

- Ensures proactive clear communication with CEO, Directors, Staff, and Board
- Updates the Academia Moderna community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school
- Board Relations
- Works with CEO, Board and attends Board meetings
- Provides the Board "The Superintendent's Report," a complete written status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Supports the CEO working with District to secure needed resources
- Supports the CEO working in networking with community funding resources
- Parent Relations
- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour requirements
- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Academia Moderna community
- Clarifies and resolves personnel issues

III. Supervision

Staff Supervision

- The Superintendent hires and oversees the instructional staff, educational consultants and yard supervisor positions to ensure completion of all job responsibilities
- Evaluates the Principal and assist the Principal in the evaluation of teachers and provides feedback
- Provides opportunities for Principal and teacher leadership
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities

- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program
- General school supervision
- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

Special Education Supervision

- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates
- Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents
- School Committees and Parent Groups
- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

IV. Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the Charter School's vision
- Communicates and collaborates with school community to meet instructional planning needs

V. Programs Review

- Applies and monitors IB Authorization
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

VI. Business Management Responsibilities

Development

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- Provides support in creating instructional budget with direction from Board, Chief Executive Officer, Budget and Executive Committees
- Manages instructional contracts, such as services provided by Rosetta Stone for ELs
- Physical Plant
- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

Data Management

- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

Overall Qualifications:

- Professional Administrative Credential and/or Master's Degree in Education or equivalent
- At least 10 years' experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IB and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

PRINCIPAL - ESSA Credentialed

The Principal will be responsible for the achievement of the mission and vision of Academia Moderna through successful implementation of the educational program and excellent operations management.

The Principal will be responsible for :

Curriculum Development

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with Common Core State Standards
- Alternative assessment models, and

Methods and Practices

- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Behavior Support

- Supports teachers in student behavior management

- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

Communication Responsibilities

- Ensures proactive clear communication with Superintendent, Staff, and CMO
- Updates the school community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school

Board Relations

- Works with Superintendent of Instruction, Board and attends Board meetings
- Provides the Board "The Principal's Report," a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- Supports the Superintendent of Instruction working with District to secure needed resources
- Supports the Superintendent of Instruction working in networking with community funding resources

Parent Relations

- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour commitments, which encourages team building

Staff Relations

- Maintains positive environment
- Acts as liaison/mediator between all members of the Academia Moderna community
- Clarifies and resolves personnel issues

Staff Supervision

- The Principal oversees the instructional staff, educational consultants and yard supervisor positions to ensure completion of all job responsibilities
- Directly observes and evaluates teachers and provides feedback
- Provides opportunities for teacher leadership and grade level committees
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities
- Monitors that all teachers are properly credentialed
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program

School Supervision

- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

Special Education Supervision

- Meets regularly with on-site special education personnel

- Holds Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

School Committees and Parent Groups

- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs

Program Quality Review

- Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

Business Management Responsibilities

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- Provides support in creating instructional budget with direction from Board, Superintendent of Instruction, Budget and HR Committees
- Manages instructional contracts, such as with independent contractors that provide reading intervention

Physical Plant

- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

Data Management

- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

Provides leadership by:

- Advocating and supporting the philosophy, mission within the Academia Moderna staff, students, and families

- Being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs
- Providing support for program initiatives through appropriate professional staff development
- Working effectively within a team environment
- Demonstrating the use of appropriate communication tools and current technology
- Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- Implementing a shared decision making process agreed upon by all stakeholders
- Demonstrating the ability to make informed and objective decisions
- Modeling life-long learning by engaging in continuing education

Overall Qualifications:

- Professional Administrative Credential and/or Master Degree in Education or equivalent
- At least 5-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBPYP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

ASSISTANT PRINCIPAL - ESSA Credentialed

Primary responsibilities of the AP include assisting Principal in developing a healthy school community and culture of International Mindedness including student life and community relations, in accordance with Alta Public Schools standards. The AP reports to the Principal. She/He works closely with all levels within school and home office. She/He works with children, parents and outside consultants/vendors.

RESPONSIBILITIES:

1. Provide leadership in developing a strong International Baccalaureate culture, including: overseeing school norms and rituals such as Town Halls; developing student mediation and conflict resolution programs; and assisting Principal with setting, implementing and enforcing policies related to student discipline.
2. Oversee activities related to student life, including coordinating athletics and extracurricular activities; overseeing school student-sponsored events such as dances and fund-raisers; managing school relationships with outside entities providing student before and after-school activities; assisting Principal with setting, implementing and enforcing Alta policies related to student participation in athletics and extracurricular activities.
3. Support educators and other staff to ensure administration of academic programs is professional and in compliance with any applicable regulations, including: support office staff and teachers on delivery of report cards.
4. Serve as liaison between school and family in matters related to enrollment and attendance, including: working with families in cases of excessive tardiness and absences; supporting Principal with student recruiting activities; and advising students and families about placement.
5. Help Principal represent the school site in building an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.

6. Assist in managing selected academic programs as assigned. May coordinate or manage site-specific activities of site or Home Office staff.

8. Assist in managing daily operations, facilities, safety, and administrative processes as assigned. May supervise other school site staff, such as campus supervisors and aides.

9. Lead projects as discussed with principal, including long-term strategic planning, process improvement, and cycle of inquiry-driven instructional improvements, operational improvement, charter renewal, or any other projects required at the school site.

10. Work in collaboration with Principal and Home Office to achieve site and organizational goals.

11. Demonstrate knowledge of, and support, Alta Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

12. Performs other related duties as required and assigned.

Overall Qualifications:

- Professional Administrative Credential and/or Master Degree in Education or equivalent
- At least 2-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBPYP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

IB PROGRAMS MANAGER

This person is an internationally minded professional that shares the same sense of purpose and passion of improving the world through education. The IB PM is passionate about improving and impacting the quality of education for students through the development of our front-line educators.

Job Description:

The IB Programs Manager provides comprehensive professional development workshops and conferences designed to help teachers and schools better understand and deliver the four IB educational programs to all APS schools. The IB PM works with the APS instructional management team to deliver professional development (PD) and works closely with the operational services team to define/lead IB PD delivery strategy that will affect the organization.

As the IB Professional Development delivery lead, this senior level position reports directly to the Superintendent of Instruction while managing an established in-school team, IB Coordinators, of PD delivery professionals.

Job Duties:

- Develops forecasts and budgets for the department. Ensures the accuracy and timely delivery of data and reports and other internal intelligence and leverages the information for the management of the organization.

- Ensure PD opportunities meet demand in terms of quantity, delivery method, availability and quality
- Schedule and implement workshop architecture processes and professional development delivery so as to meet and exceed internal quality assurance targets and teacher expectations
- Ensure organizational consistency of delivery, to enable standardization and scaling-up while increasing efficiency through developing clear processes
- Develop optimal performance measurements, KPIs and performance management processes to continuously improve PD
- Developing a deep knowledge of PD usage and allocation patterns among IB schools, using this to shape delivery plans
- Ensures PD strategy is shaped by trends and patterns from existing data, as well as taking into account new approaches, needs and existing and future technology. The Strategy must include:
 - advocating for IB schools needs and providing plans to fulfill them through PD
 - integrate the strategy and delivery of online professional development into the overall PD delivery strategy
 - develop and execute an organizational delivery channel strategy leveraging partnerships with external professional development providers to enable scale of IB PD regionally
 - conceive and develop additional PD delivery capabilities
- Manages third party providers to help in the delivery of IB PD delivery organizationally. Ensures quality, quantity and type meet demand and responsible for making necessary changes to do so, thus ensuring a strong partnership with the IB and a seamless delivery to the end users.
- Develops new PD capabilities to meet demand, ensures new approaches are considered, forecasts are made and technology is embraced. Uses existing data to examine trends and options with a view to understand, predict and efficiently fulfill organizational and market demands
- Responsible to creating a culture of positive high performance and objective achievement, in line with APS and IB's culture and values of a schools-first approach. This will result in a team that meets its goals and delivers consistently with optimized resources

Job Requirements:

- Advanced degree (MA, MS, MBA, or PhD) and/or a combination of experience, education and training that would provide the level of knowledge and ability required for the position
- Significant successful professional development experience either in not-for-profit or for-profit organizations
- Minimum six years of professional development delivery or management experience, operations and business planning experience a plus
- Experience successfully managing analytically rigorous supply and demand capabilities
- Familiarity with current educational trends, and the dynamics driving public and private education
- Demonstrated leadership and team building ability along with an ability to influence key stakeholders
- Experience creating and successfully managing a budget
- Exceptional organization, interpersonal and communication skills
- Willingness to undertake regular travel

IB PRIMARY YEARS PROGRAM COORDINATOR - ESSA Credentialed

The IB Coordinators fulfill important management roles. The IB Coordinator is responsible for the effective organization of the curriculum program and contributes to policy formation. The IB Coordinators is responsible to the site Principal.

Essential Duties

- To coordinate all IB activities of his/her section of the school.
- To maintain IB publications and school records in regard to the IB programs.
- To ensure that the school meets all IBO regulations and deadlines.
- To keep complete records of IB publications on file.
- To notify the Business Office of any payment due.
- To keep copies of all correspondence with IB offices.
- To contribute to marketing the IB program, within and outside the school.
- To maintain communication with the Superintendent, Principals, administration, staff and parents regarding information about the program. This will include holding regular meetings.
- To attend all relevant meetings.
- To ensure regular monitoring of students' progress in their IB program, and keep accurate records of student progress.
- To keep parents informed about their children's progress.
- To work with and support the timetable to make sure that he/she understands the requirements of the program.
- To maintain accurate records of all aspects of the IB program.
- To accommodate transfer students by liaising with their previous school and/or providing information to the receiving school.
- To provide comprehensive information on the IB to parents.
- To hold a parents' meeting at least once per year.
- To advise and assist in formulating school policy.
- To communicate with the IBO regional office regarding program evaluation visits.
- To oversee curriculum review and facilitate curriculum development.
- To develop an understanding of the other IB program in order to aid articulation of the curriculum.
- To support teachers in the development of assessment tools in line with the school's policy on assessment.
- To identify, facilitate and encourage professional development opportunities in relation to the program.
- To attend workshops and conferences as appropriate.
- To be involved in the selection of new members of staff, and then to work with the Principal to introduce and orientate them to the program.
- To advise the Principal on program-related expenses and keep track of these.
- To submit materials required for the Superintendent's annual report.
- To prepare effectively for any evaluation visits.
- Other duties assigned

Overall Qualifications:

- Professional Administrative Credential and/or Master Degree in Education or equivalent
- At least 2-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBMYP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

TEACHERS - ESSA Credentialed

Teachers will be responsible for high quality instruction as well as achievement of Academia Moderna's educational goals and objectives.

Teachers will:

- Support the development and incorporation of the International Baccalaureate Primary Years Program
- Prepare and implements lesson plans that lead to student understanding of the school curriculum content
- Assess student progress and maintaining accurate records
- Utilize assessment data to improve student achievement and individualize instruction
- Identify students academically at-risk and initiate an intervention program with the Principal to ensure that students succeed
- Maintain regular, punctual attendance

Teachers provide leadership by:

- Demonstrating a commitment to the school vision and mission, and its programs including the IBPYP and the robust ELL, ELA and math programs
- Communicates effectively with other staff members, students, and parents
- Participating on at least one committee or council
- Participating and/or leading parent meetings and academic events
- Attending conferences and staff development related to program improvement

Academia Moderna teachers at all levels shall meet or exceed all "highly qualified requirements" under the Every Student Succeeds Act ("ESSA"). Accordingly, a teacher must have:

- A bachelor's degree
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ
- Background in teaching in urban or similar communities
- TB Clearance
- A commitment to teacher development in the IB Diploma Program

LIBRARY MEDIA SPECIALIST

The Librarian provides assistance to students and teachers in a school library and performs clerical and computer-related duties to support library functions.

The library media specialist develops, implements and interprets an effective library media program, which strives to achieve the Mission of the Alta Public Schools Library Media Program.

A. Information Specialist: The library media specialist provides access to information and resources for all students, staff and community users. As information specialist the library media specialist:

1. Makes resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.
2. Provides access to the library media center collection through the management of an accurate and efficient organization and retrieval system.

3. Assists students in identifying, locating and interpreting information housed in the library media center and helps students locate information outside the library media center.
4. Provides access to the library media center throughout the school day, scheduling class visits flexibly to encourage use at the point of need; organizes and manages the library media facility in a manner that encourages access.
5. Develops and implements policies and procedures which ensure that access to information is not impeded; interprets laws and district policies regarding information.
6. Informs teachers, students, parents and administrators of new materials, equipment and services that meet their information needs.
7. Manages selection and ordering of materials through a process which involves teachers, administrators, students and parents; administers budgets for library media resources.
8. Communicates library media program needs to the administration.

B. Instructional Consultant: The library media specialist acts as a consultant to coordinate student learning experiences with school, district and outside resources. As instructional consultant the library media specialist:

1. Participates in department, grade-level, school and district curriculum development and assessment projects.
2. Offers assistance to teachers in the selection and purchase of instructional materials, and in the use of information resources.
3. Plans cooperatively with teachers to incorporate information skills into the classroom curriculum and to assist teachers in developing resource based units and activities.
4. Provides leadership in assessing, evaluating and implementing information and instructional technologies.

Recommends student-level literature to teachers and encourages them to read to their classes as well as reading personally for an awareness of the literature available.

Has the ability to:

- Develop positive, cooperative relationships with others
- Learn the school's book ordering procedures
- Learn Inventory methods and practices including adding copies and removing damaged items from collections
- Manage and order resources in alphabetical and numerical order
- Maintain accurate records
- Communicate effectively with students, parents, faculty and administrators
- Use a computer

Education:

Possession of a Bachelor's Degree from a recognized college or university

Experience:

Six months of clerical or library experience, including use of a computerized library system

TESTING/DATA COORDINATOR

The Testing Coordinator analyzes data and works with the schools' administration and faculty in understanding assessment data in order to generate effective responses to the school/students' needs. Essential components to the position are the possession of substantive organizational skills and the ability to oversee/supervise the effective implementation of required state and county and district assessments. This individual must be able to provide training to school staff in using formative assessments to enhance and engage student learning as well as facilitate the administration of state.

DUTIES & RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Making meaning of multiple data sources in support of the data driven decision-making efforts of school leadership;
- Monitoring student achievement through the use of quarterly benchmark and other formative data;
- Interpreting test results and provide written interpretation and analysis for school and individual teacher use.
- Analyzing State assessments, i.e. CELDT, CAASSP to assist school leaders in data-driven decision-making;
- Analyzing data to assist in the development of school improvement plans;
- Generating graphic visualizations of data in efforts to assist school leaders in making information meaningful and actionable;
- Managing the implementation and certification of required state testing;
- Organizing, managing, and implementing all standardized testing, including training of staff, maintaining accurate and complete records, coordinating distribution and collection of secure test materials, administering tests in accordance with the established test calendar, providing and completing all test documents to the CDE by established deadlines;
- Certifying as to the ethical testing practice within the school building and providing training to staff on ethical testing, test security, and data reporting procedures
- Providing teachers and instructional support staff with assistance in developing and using local assessments to better align instruction to student needs;
- May perform teacher responsibilities and duties;
- Planning and conducting staff development activities that focus on the use of data and assessment to enhance learning and collaborative instructional planning;
- Training staff in the use of Alta resources to support the implementation of standardized assessments across subject areas within the grade-levels, i.e. voluntary state curriculum, teacher tool kits, sample assessments, scoring rubrics, curriculum frameworks, pacing guides, lesson plans, and support materials;
- Acting as the school-based lead in the implementation of district and school-based assessment programs and performing other duties as assigned.

Education:

Possession of a Bachelor's Degree from a recognized college or university

Experience:

Six months of clerical or data experience

RSP TEACHER

The Resource Specialist provides:

1) Support for the instructional program for students with special needs; 2) Pertinent information and consultant services to staff members and parents; 3) On going student assessment and evaluation; 4) On going planning with regular classroom teachers and also promotes and supports the school Student Study Team/SST. 5) Instruction in all the content areas.

Essential Duties and Responsibilities:

- Develops educational plans (IEPs) for the purpose of meeting the individual needs of exceptional students
- Evaluates students for the purpose of identifying student needs
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process
- Schedules services for students for the purpose of providing efficient and effective services for students
- Knowledge and skill to provide instruction in the areas of English language
- Arts, math, and algebra

Education and/or Experience:

- Bachelor's Degree, including appropriate coursework in education
- Education Specialist Credential with Autism Authorization imbedded or as a supplemental addition along with Cross Cultural Certification
- A valid California driver's license and proof of automobile insurance.
- Department of Justice fingerprint clearance
- Minimum three years teaching experience

OPERATIONS OFFICE MANAGER

The Operations Office Manager assists the Principal and is a professional responsible for a diverse set of administrative tasks; create and maintain a welcoming, warm, celebratory, family culture throughout the school; the operations manager is responsible for organizing and coordinating office operations and procedures in order to ensure organizational effectiveness and efficiency. The operations office manager is responsible for providing office management services ensuring accurate attendance accounting, resolving attendance related issues, ensuring compliance with state reporting and documenting requirements, conveying attendance related information to appropriate parties, and providing general clerical support, information and/or direction as may be assigned at assigned school site.

Responsibilities:

- Maintains office services by organizing office operations and procedures; preparing payroll; controlling correspondence; designing filing systems; reviewing and approving supply requisitions; assigning and monitoring clerical functions.
- Provide effective methods of management to ensure excellent customer service
- Maintains office staff job results by coaching, counseling, and disciplining employees;
- Liaise with heads of APS departments for integration of the organization's goals and visions into their daily business activities
- Communicate effectively to other members of staff in the business office, the vision and goals of the organization to ensure full compliance
- Ensure that all substitutes have the required credentials
- Properly review and monitor projects of the business organization to ensure such are promptly completed as and when due and within set budget limits
- Ensure that all events/projects are planned in a timely manner (start to finish)
- Develop school communications in English and Spanish, writes letters and reports
- Completes operational requirements by scheduling and assigning employees; following up on work results.
- Keeps management informed by reviewing and analyzing special reports; summarizing information
- Prepares and/or maintains a variety of records and reports requested by CEO, APS Directors, Superintendent, and Principal
- Monitor enrollment to assure that all grade levels are at capacity and accurately report number of enrolled students
- Monitor attendance accuracy to ensure accurate submission of reports
- Manage school supplies budget efficiently
- Review system layout and equipment of the school to ascertain their validity
- Create working environment harmonious for all
- Motivate subordinates and other members of staff to ensure steady school growth
- Train new recruits to fully inculcate into them the organization's business culture
- Establish strategies for the business office to ensure better performance for promotional activities
- Liaise with the marketing team and other relevant teams to bring up and implement plans to ensure effective continuous growth
- Ensure the schools resources are properly allocated towards immeasurable result generation
- Execute various paperwork, files processing, submit reports and other daily administrative tasks
- Contributes to team effort by accomplishing related results as needed
- During the CALPADS/Powerschool training for office managers phase, the Business Office Manager will submit student data reports/all required reports for APS
- other duties as assigned

The Operations Office Manager is expected to possess a number of abilities, knowledge, and skills to enable him/her to function effectively in the place of work;

- Ability to work before or after hours; flexible work hours
- Ability to perform excellently even on tight schedule and under pressure
- Ability to manage and supervise classified staff
- Ability to think creatively
- Ability to create and develop new business relationship, systems, and ideas to ensure the organization's success in the face of huge competition

- Ability to evaluate and analyze information effectively
- Ability to get conflicts and disputes resolved and tackle any rearing problem
- Excellent marketing skill; outreach, providing presentations
- Excellent customer service

OFFICE MANAGER

Assists the Business Office Manager with all administrative functions and provides direction to administrative staff.

The Office Manager will:

- Prioritize, coordinate, and monitor the work of administrative staff
- Perform clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
- Perform clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Develop school communications in English and Spanish, write letters and reports
- Prepare and/or maintains a variety of records and reports requested by Principal and Superintendent
- Prepare financial reports for use by the Operations Office Manager, Principal, Superintendent and CEO
- Prepare assessment data for Principal and teachers utilizing state and local testing data
- Communicate effectively and tactfully in both oral and written forms
- Maintain and operate a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy

Overall Qualifications:

- A minimum of an AA degree or 48 college units in Business Administration or a related field
- A minimum of 2 years' experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar

LUNCH AND ATTENDANCE ASSISTANT

Provides support to Academia Moderna Principal and Office Managers in the carrying out of administrative tasks. In year two, provides support to the Office Manager.

The Administrative Assistant will:

- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepare and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attend to student health and welfare as needed
- Receive and distribute mail; prepares outgoing mail
- Order and maintain inventory, and distribute supplies and equipment as required

Overall Qualifications:

- High School Diploma or equivalent
- Possession of a valid First Aid Certificate

- Background Clearance from FBI/DOJ
- TB Clearance
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

COMMUNITY LIAISON

Provides support to Academia Moderna Principal and Operations Office Managers in carrying out of community and parent and community relations tasks and provides support to the APS Staff.

The Community Liaison will:

- Prioritize, coordinate, and monitor the work with parent volunteers
- Perform clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials to parents
- Develop school communications in English and Spanish, write letters and reports
- Prepare and/or maintains a variety of records and reports requested by Principal and Superintendent as they relate to parents and community
- Prepare assessment data for Principal utilizing participation data
- Communicate effectively and tactfully in both oral and written forms

Overall Qualifications:

- A minimum of an BA degree or
- A minimum of 2 years' experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar

Custodian, Kitchen and Yard Supervisor

Starting in the first year, the custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean. These employees will have:

Overall Qualifications:

- Background Clearance from FBI/DOJ
- TB Clearance
- A minimum of 1-2 years' experience performing custodial duties or willing to grow

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

A. CUSTODIAN OF RECORDS

The Director of Human Resources will serve as the Custodian of Records for Academia Moderna.

B. STUDENT HEALTH AND WELLNESS

Academia Moderna is committed to providing a school environment that promotes and protects students' health, wellbeing, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at physical activity during P.E. and in the After School Program. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. Academia Moderna will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During the school day and in P.E. class, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, and more. The Academia Moderna conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

Academia Moderna is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Our Board reviews our policy each year to ensure we maintain our commitment to wellness.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 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.

Our annual outreach efforts in support of our mission and commitment to serve all students, has been designed to attract a diverse student population representing our community. During the 2016-2017 school year, a rebranding of our schools took place. This process was undertaken with ongoing committee meetings that involve administration, teachers, parents and community members defining what educational priorities, delivery of instruction, a parent component and overall dedication to instituting the values we hold true for our schools. The term that encapsulates this community work and ethos is “LRFL” or Lead, Rigor, Family and Learn. We currently lead in our promotional efforts to our community with our LRFL values. Those that believe in our values will be instantly attracted to our schools and the work that we endeavor in daily.

Academia Moderna will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to reach the racial and ethnic balance reflective of the LAUSD using:

Fliers – We use fliers, in English and Spanish, to connect with our surrounding community outlining our mission and vision for the school and the community. The flyers promote our school and forward an invitation to monthly community meetings. Numerous locations in the Academia Moderna target community have been identified including several key locations to contact hard-to-reach members of the community.

Our strategy is to deliver informational flyers to all of these locations once per quarter and focus on church locations that are in close proximity and with great attention to those independent and private schools for a second and third flyer delivery.

Posting flyers and or speaking to parents in and around neighborhood schools are done with the permission of school administrators. Academia Moderna volunteers meet with all target area pre-schools and elementary school administrators; non-charter public schools, private schools and other charter elementary schools to gain permission to pass out flyers at a time that is convenient to the schools and that is free from interruption of said school activities.

Electronic Media – The Alta Public Schools Digital Facilities team is in charge of creating and monitoring the social media strategy that reaches our surrounding community through social media venues. Our goal through social media is to drive interest of affinity viewers to visit our school and eventually enroll their children in our schools. Social media and electronic media, such as Parent Square, Facebook, Instagram and Twitter are utilized to promote the schools and provide needed information about our school to the internal and external school community.

Earned Media - The Alta Public Schools Board of Directors has created a public relations team that has produced a media packet to distribute to local media outlets to receive free earned media placements. The team sends quarterly news releases or as Academia Moderna creates newsworthy stories. Alta Public Schools continues to pitch our stories to newspapers and local TV outlets, the stories that our families have shared through their participation in our educational programs. Progress reports and invitations to community meetings and events are in place and follow-up calls are made to ensure attendance. All press releases are translated into Spanish, or other languages, if required or appropriate. The following publications will be included:

PRINT

- Impacto USA newspaper
- La Opinión newspaper
- La Ola - Los Angeles
- El Aviso magazine
- Hoy newspaper
- Los Angeles Sentinel newspaper
- Los Angeles Wave newspaper
- Daily Breeze newspaper
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper

While we believe these periodicals reach our target communities, it is generally known by public relations and marketing professional that Hispanics/Latinos, our largest ethnic group, do not primarily consume their news through print media. Therefore, we continue to work diligently to receive coverage in local Spanish-language television, which includes: KMEX TV 34- Univision and KVEA TV 52- Telemundo. At the same time, we also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations. This strategic plan has been implemented and it is anticipated that we receive positive name recognition by the local community as a school with a rigorous International Baccalaureate program, staff and educational opportunities for our students.

Community Meetings – Academia Moderna holds community meetings open to the general public to inform and equip families to make decisions about enrolling their children in Academia Moderna. At each meeting, Academia Moderna representatives collect interested families’ information including name, address, telephone number and email address for future communications about student matriculation and other activities. Community meetings are ongoing and are held monthly until March 1st of each year when our potential lottery will be held.

The CEO, Superintendent of Instruction, Principal and recruitment team conduct ongoing meetings. At every meeting, Spanish-speaking representatives of Academia Moderna are present to assist non-English speaking parents of prospective students. The meetings are held at diverse locations Academia Moderna staff have chosen and are popular venues widely frequented by families of all backgrounds. These locations include South Gate and Huntington Park. Other locations include City Libraries and Recreation Centers. Church community rooms will also be utilized as meeting centers.

Individual/Family Meetings – Academia Moderna recognizes that personal one-on-one contact with families is the best way to reach potential students. Academia Moderna representatives create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. Individual meetings are ongoing. The CEO or his designee, community representatives, recruit team members, volunteers, Board members will meet with families.

Summary of Outreach Activities

Method	Location/Partner/Organization	Date/s
Door-to-door flyer distribution	1 mile radius—Southeast Community	November – March
Flyer distribution	Community-based organizations and schools	November – March
Electronic media	Website; participation in various events	Ongoing
Earned media	Stakeholders, recruitment team, staffs	Ongoing to March 1st
Community meetings	Academia Moderna (elementary school)	November – March - ongoing
Family meetings	Community Representatives, recruitment team, Principals, all stakeholders	On-going to end of March and start up process again.

C. Racial & Ethnic Balance Reflective of the District

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Academia Moderna extends its outreach efforts to ensure that the school maintains a racial and ethnic balance reflective of LAUSD or of the community in which it is located.

Given that our surrounding neighborhood is not reflective of the LAUSD community at large, we make it a priority to seek out a larger diversity of students for our school reflective of LAUSD. Some of these efforts include reaching out to diverse ethnic and racial groups within the target community as well as expanding our outreach efforts outside our target area, which includes South Los Angeles, using flyers, presentations, word-of-mouth communication with current parent contacts, and local ethnic media outlets, such as the Sentinel Newspaper and the Press Telegraph Spanish editions and Spanish-language websites such as La Opinión (www.laopinion.com).

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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, 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.

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

Academia Moderna will admit all students who wish to attend the school up to capacity, and at the point of capacity students will be placed in a waiting list in order drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Enrollment into Academia Moderna will not be determined according to the place of residence of the pupil, or of his/her parent or guardian, within this State as provided in Education Code Section 47605(d)(2).

Academia will:

- will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A)
- will be nonsectarian in its programs, admission policies, and all other operations
- will adhere to all state and federal laws regarding the minimum age of students
- admission eligibility will not be determined by the place of residence of a pupil in the State of California

A. Admission Requirements

Academia Moderna is a school of choice. When applying for admissions, an electronic application is provided through our website or a written “intent to enroll” or interest form is required from all students. Students may apply for admission, electronically or at our Academia Moderna main office, at any time during the year. However, if at the end of the open enrollment period the school has more admission applications than seats available, the school will hold a public random drawing. If applications were received before the Open Enrollment period, admissions application will be held until the end of Open Enrollment and will be included in the random public drawing. If applicants were chosen or not in the random lottery, they will be notified, in person or by mail, of their position as selected for enrollment or as a wait-list number.

Academia Moderna will typically have open enrollment November to March each year. The Alta Public Schools Board of Directors has the discretion to set admission application deadlines for each enrollment period on an annual basis based on population trends analysis or other factors that may provide the optimal period to begin or end the open enrollment periods.

B. Student Recruitment

Academia Moderna actively recruits a diverse student population, including low achieving, low-income and students with disabilities, from the District and surrounding areas and will abide by all state and federal laws regarding admissions.

Upon such time that the new enrollment dates are created by the Board or not, our Outreach Plan tactics described on Element 7 will be utilized and implemented to outreach to hard-to-reach, underserved populations, such as Special Education students and to make sure parents and community are aware of such changes. In addition, after the school has commenced operations we will utilize the existing parent database to communicate directly with parents to inform them of the new application dates by mail, phone or by email.

Application Process

The application process is as follows:

- Completion of a Student Interest Form, electronic or hard copy
- Parent attendance at one of our weekly school orientation meetings. This is done before admission and not mandatory for admission
- Completion of a Student Enrollment Form
- Parent signature of volunteer School Compact, not mandatory for admission or continued enrollment, attendance, or participation in the school's educational activities. Volunteering is optional or continued enrollment, attendance, or participation in the school's educational activities.
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Interest Forms will be accepted all year long, electronically or hard copy, for enrollment in the following school year. Upon receipt of Interest Form, which is used as the Lottery Form. Each Lottery Form will be numbered and stamped with the date and time. Typically, the school will hold its open enrollment during the period November and March or the subsequent school year. For the Academia Moderna, the dates for open enrollment and random public drawing are as follows:

Open Enrollment:	November 1 – March 1 or first Saturday in March
Lottery Date/Time:	March 1 or first Saturday in March

C. Lottery Preferences and Procedures

Following the open enrollment period each year, applications will be counted to determine whether the school has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year.

If there are more applications than there is capacity, a random public drawing will be held using impartial witnesses, such as local elected officials or members of the business community. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least four months for applicants to apply before the date of the lottery. Before the day of the lottery, families will be notified by mail or by email of the date and rules of the public lottery.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:

1. At the end of Open Enrollment, all Interest Forms will be counted by the Office Manager and Principal to determine if there are sufficient applications to fill vacant seats. If Principal and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.
2. After the determination to hold a public random lottery, it will be held on March 1 or first Saturday in March

Communication to interested parties

1. A public enrollment lottery notice will be sent by mail, phone or email by our Office Manager to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
2. The Principal and Office Manager will send a letter to all applicants no later than seven days before the lottery date. The letter will state the lottery rules and procedures, date, time and location of the public random lottery, as well as other arrangements made by the

Charter School such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the school requiring the lottery.

3. At the day of the lottery, in public view, all in-district preference applicants present will be called and will receive a lottery ticket; out-of-district applicant will be given one lottery ticket after lottery has concluded to fill empty spaces and determine wait list. All tickets will be duplicate tickets. One copy will be given to the applicant and the original will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have a number, the students' name and the class seat being raffled.

Fair execution of lottery

1. As the raffle begins, all the tickets will be taken out from their envelopes and placed in a bowl or tumbler by the Principal or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read aloud and in public.
2. A designated clerk, appointed by the Head of School/Principal, will verify that the name and number match those on the duplicate card as they are being drawn. The clerk will record all names of the lottery winners and will deliver to them the same day a Enrollment Packet for Academia Moderna.
3. The designated, objective clerk, (a non-parent) appointed by the Principal will ensure that the grade level, name and number match those on the actual application and will gather all information results of the lottery to present to the Board. A record of the lottery will then be presented and included the minutes of the Board of Directors.

Waiting list

1. When student seats for each grade level are filled, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs.
2. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled.
3. As spaces become available throughout the year, the Office Manager will refer to the waitlist binder to contact first student on the waitlist. If first student is no longer interested, the Office Manager moves on to the second student on the list, and so on
Wait list do not carry over year-to-year

D. Preference

Preferences for available spaces will be granted in the following order:

- (1) pupils who reside within the boundaries of the LAUSD, and
- (2) pupils currently attending Academia Moderna

E. Timeline to secure admission

Upon the conclusion of the Random Public Lottery, the Clerk will give each selected student an Enrollment Packet to bring back to the school completed within 5 days and conclude the matriculation of the student into the school. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, a letter will be sent to the parent to ensure the student is still interested in enrolling in the school. The letter will include the deadline of 5 additional days to answer with a positive answer by coming in the school with the student and the

paperwork completed or if a “not interested” answer is required it will be asked that it be made in person or by mail, then the seat will be given to the next person in the waiting list.

Waiting list

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available to the waiting list applicant. The letter will include the deadline of ten (10) working days to accept by completed application or by accepting through mail or in person. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.

Lottery documentation

Each lottery will be documented in the school’s lottery file and signed by the Principal, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters and tickets.

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(b)(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)(5)(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

1. ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of Academia Moderna to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any Academia Moderna staff, including the Chief Executive Officer. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Director of Finance is responsible for working with the auditor to complete the audit.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The Director of Finance will be responsible for submitting the audit to all reporting agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- ☑ If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 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, 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.

1. SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. As detailed in Element 1, ACADEMIA MODERNA is committed to educating the "whole child." Implementation of PBIS forms the foundation for expected behaviors and conduct for all members of the school community and are the basis of our school culture. ACADEMIA MODERNA will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. In order to maintain a positive learning environment, ACADEMIA MODERNA will implement a comprehensive set of student discipline policies. The ACADEMIA MODERNA student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. Discipline policies are distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. The contents of the handbook are consistent with the provisions in this petition, District Policy(ies), School Climate Bill of Rights and all applicable law. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary; teachers and staff will receive comprehensive training on our policies and procedures to ensure consistent and fair implementation. The discipline process follows general principles of due process. Students and parents sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

In creating the ACADEMIA MODERNA discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions. Also, the Charter will revise policy(ies) as new laws become effective. The modification of the lists of offenses for which students are subject to suspension or expulsion will be based on Education Code 48900 and any and all modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

The Charter will employ Tiered Systems of behavioral support. As mentioned throughout this petition, Acadmia Moderna is implementing the PBIS system and using Restorative Justice strategies to ensure that student's needs are being met at every level of discipline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are implemented. These alternatives will be discussed with the parent and will be in accordance with E.C. 47605(J).

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 his or her 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 him or her 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).

2. IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other location designated by the Principal. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. The maximum number of days of in-school suspension per incident and in one academic year will be the same as the out-of-school suspension. The school allows for a maximum of 5 days of in-school suspension per incident and maximum of and a maximum of 20 days per academic year.

The following offenses shall not be part of the in school suspension policy:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

3. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights. A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

3. ENUMERATED OFFENSES

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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

q) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

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

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

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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

w) Possessed, sold, or otherwise furnished any knife.

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil

Non-Discretionary Suspension/Expulsion Offenses: 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. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion.

- possession of a firearm
- brandishing a knife
- possession of a controlled substance

- sexual assault or battery, and
- possessions of an explosive agency that has the jurisdiction.

Discretionary Suspension/Expulsion Offenses: Students *may* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully selling, possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person

who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

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

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

3. OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

4. SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

Conference

The Principal, Assistant Principal, or an appropriately credentialed school administrator shall have the authority to suspend. Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the

parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The process for investigating all incidents and collecting evidence will be fair and thorough. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing in the native language of the student or student's parent or guardian. In an instance that the child is homeless or foster, the notification will be given to the Educational Rights Holder. The notice will be delivered by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay. Related to E.C. 47605(J)(i), if the student denies the charges, the Charter School will provide an explanation of evidence that supports the charges and an opportunity for the student to deliver their side of the story.

Right of Appeal

Should an appeal be necessary, the appeal would be heard by the next in authority. Parents, guardians, caregivers can contact the next level of appeal and have their matter heard. To be clear, if an Assistant Principal is being appealed, then the Principal will hear the appeal. If the Principal is being appealed, then the Superintendent shall hear the appeal.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, ("for purposes of adjustment" (see EC 48903(a)) unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments and assessments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

5. EXPULSION PROCEDURES

Recommendations for Expulsion

Students will be recommended for expulsion if the Superintendent finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing

Students recommended by the Principal to the Superintendent for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion, after the Superintendent determines that an act subject to expulsion has occurred.

The Superintendent will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing and the opportunity to have a translator and/or reasonable accommodations as required
- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The availability of reasonable accommodations and/or language support
- The opportunity for the student to be represented by counsel or other non-attorney advocate

Note: For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall:

- (I) Provide timely, written notice of the charges against the pupil **and an explanation of the pupil's basic rights.**
- (II) Provide the process to ensure students and parents, guardians and care givers understand the student's right to appeal.

The hearing will be presided over by an Administrative Panel appointed by Board, consisting of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Superintendent to summarize the evidence adduced at the hearing.

The decision of the Administrative Panel shall be in the form of written findings of fact and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the

hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

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

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

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

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the member of the Administrative Panel 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 him or her to the witness stand.

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

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel 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.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

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

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Administrative Panel to expel, within three (3) school days after the hearing the Superintendent shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options
5. The reinstatement eligibility review date
6. The type of educational placement during the period of expulsion
7. Notice of appeal rights/procedures.

The Superintendent shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to LAUSD as required by any operative DRL.

Suspension/Expulsion Appeal

A suspension appeal may be made to the Superintendent within ten days of the notice of suspension. The Superintendent shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student's parents/guardians within three (3) school days of considering the appeal. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension will be considered final.

An expulsion may be appealed within ten working days to the Board of Directors and must be submitted in writing to the Superintendent. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days of the Notice to Expel). The Board of Directors shall convene an appeal hearing within fifteen (15) school days of the receipt of the written appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. Pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board of Directors shall consider the testimony and evidence presented at the expulsion hearing.

The Board of Directors will consider information presented by the pupil/parents on appeal. The decision of the Board of Directors shall be final. Parent(s)/guardian(s) will be notified of the Board of Directors' decision, in writing, within three (3) school days of the date the appeal hearing was held. In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

For a student who is not reinstated upon appeal, the family will be sent written notification by the Superintendent, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the ACADEMIA MODERNA Board of Directors will be impartial and final. ACADEMIA MODERNA will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

Pupils who are expelled from ACADEMIA MODERNA shall be given a rehabilitation plan upon expulsion as developed by the 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 includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to ACADEMIA MODERNA for readmission.

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to

campus safety. The Principal shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. ACADEMIA MODERNA is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. ACADEMIA MODERNA shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. ACADEMIA MODERNA's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, ACADEMIA MODERNA shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education

The Charter School will help provide the parent necessary information and a list of placement options. The Charter School shall work with LAUSD, the County or the student's school district of residence for a post-expulsion placement of a student at a county community school or other alternative program.

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(b)(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.

A. Certificated Staff Members

Alta Public Schools’ management and the Board of Directors will be exploring the long-term pros and cons of continued participation in CalSTRS. A 401(k) Retirement Savings Plan was implemented January 2017, and currently offers a discretionary profit sharing component. If continued participation in CalSTRS is not pursued, the 401(k) Plan will offer a competitive Employer Match in addition to the discretionary profit share.

The Charter School acknowledges that it must continue participation in CalSTRS for the duration of the School’s existence under the same CDS code.

B. Classified Staff Members

Alta Public Schools’ management and the Board of Directors will be exploring the long-term pros and cons of continued participation in CalPERS. A 401(k) Retirement Savings Plan was implemented January 2017 and currently offers a discretionary profit sharing component. If continued participation in CalPERS is not pursued, the 401(k) Plan will offer a competitive Employer Match in addition to the discretionary profit share.

The Charter School acknowledges that it must continue participation in CalPERS for the duration of the School’s existence under the same CDS code.

C. Other Staff Members

All staff at Alta Public Schools belongs to either the Certificated or Classified job category.

D. CalSTRS and CalPERS Reporting

If participation continues for either of these retirement plans, then reporting will be completed per the instruction and format provided by the Los Angeles County Office of Education (LACOE). Participating employees will contribute the mandated amount through payroll deduction, and Academia Moderna will contribute the mandated employer contribution. Employees will accumulate service credit years in the same manner as all other members of STRS or PERS.

The CEO, through the Human Resources Department, shall be responsible for ensuring that such retirement coverage is arranged or administered and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3. The Alta Public Schools Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

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(b)(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.

As a school of choice, Academia Moderna does not restrict enrollment based on residence, income, and other protected classes under Federal law. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

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(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 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(b)(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 §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

Academia Moderna
c/o Xavier Reyes, CEO
2410 Broadway
Walnut Park, CA 90255

- 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

Academia Moderna
c/o Xavier Reyes, CEO
2410 Broadway
Walnut Park, CA 90255

- 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.

In the event of the closure of Academia Moderna's school's closure the designated agent will be the APS Director of Finance and the CEO.

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(b)(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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. 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.
1. 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.
1. 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.
1. 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.

1. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
1. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
1. 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.
1. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
1. 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. *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.*

Evidence of Insurance

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

“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.”

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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

In the event of charter revocation or closure and before the Board votes on a “Closure Agent”, the CEO and Director of Finance will lead preparations for such event.

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ADDENDUM

Assurances, Affirmations, and Declarations

Academia Moderna (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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"). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL 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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(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(b)(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(b)(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(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan 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).

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.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(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(b)(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 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 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(b).

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 .²

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 Public Records Act.

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

² The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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(b)(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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 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 Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(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 is open to 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, 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.

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(b)(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)(5)(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.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 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, 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(b)(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(b)(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(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment

with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 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(b)(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 §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

Director/Principal
[Charter School Name]
[Charter School Address]

- 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

Director/Principal
[Charter School]
[Charter School Address]

- 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(b)(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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. 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.
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. *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.

Evidence of Insurance

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

“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.”

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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)