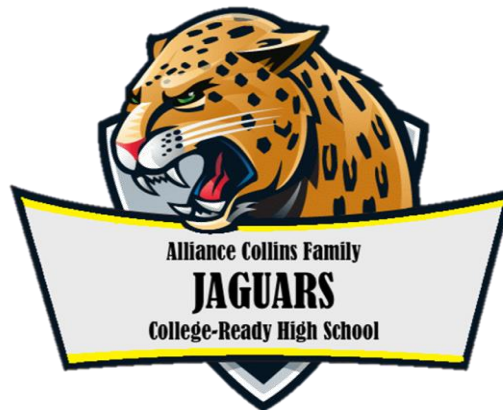




Where **Exceptional** is the **Rule**



Alliance Collins Family College-Ready High School



Huntington Park Community
Los Angeles Unified School District

Charter Renewal Petition
Submitted July 30, 2019

Request for Five-Year Renewal Term
July 1, 2020 to June 30, 2025

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Assurances, Affirmations, and Declarations

Alliance Collins Family College-Ready High School (also referred to herein as “Collins” 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.

<u>GENERAL INFORMATION</u>	
The contact person for Charter School is:	Rob Delfino, Principal
The contact address for Charter School is:	Alliance Collins Family College-Ready High School 20171 Saturn Avenue Huntington Park, CA 90255
The contact phone number for Charter School is:	(323) 923-1588
The proposed address or ZIP Code of the target community to be served by Charter School is:	90255
This location is in LAUSD Board District:	5
This location is in LAUSD Local District:	South
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	600
The grade level(s) of the students in the first year will be:	9 - 12
Charter School's scheduled first day of instruction in 2020-2021 is:	August 10, 2020
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.)	600
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Extended Day/Year
The bell schedule for Charter School will be:	7:45 am to 3:30 pm

The term of this Charter shall be from:

July 1, 2020 - June 30, 2025

Academic Accountability Summ... School Info Overview

Select a School: Alliance Collins Family College-Ready High (Huntington Park) 0108936

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2017-2018

Alliance Collins Family College-Ready High (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

PERCENTILE:
Schools must be above the 5th percentile on the DFS measure.

INITIAL FILTERS:
To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.

Above

Percentile

The selected school has a percentile above 5 in 3 of the last 3 years.

Above

State Rank



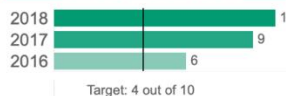
This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2018.

Above

Similar Students Rank



This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2018.

Above

% A-G Completion



This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2018.

MULTIPLE MEASURE REVIEW:

Charter schools with a DF3 percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review:

Not Required

The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

Similar students rank calculated using the September 29, 2018 release of the CAASPP file, a-g rate calculated from the UC/CSU entrance requirements file released April 11, 2017, and state rank and DFS growth are calculated using the CDE Dashboard data files released December 6, 2018. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

Community Need for Charter School

Alliance Collins Family College-Ready High School (Collins) opened its doors in August 2005 in the Huntington Park Community of Los Angeles. Huntington Park is a historically underserved community composed mainly of low-income, working class immigrant families. According to the U.S. Census, 97% of the area residents are of Hispanic or Latino descent, only 5% hold an Associate degree or higher, and 51% are foreign (born primarily from Latin America). Most working families hold positions in the service or manufacturing sectors.

Collins is part of Alliance College-Ready Public Schools (Alliance), the largest nonprofit charter organization in Los Angeles. Collins offers honor courses and Advanced Placement courses across content areas and grade levels. In addition, we offer support classes in math and English to ensure that students are provided with the appropriate support to meet their student needs. Collins core values are a culture of high expectations for all scholars, small and personalized learning communities, an extended school day and year, a team of highly qualified teachers and school leaders, and parents as partners in the success of our scholars.

In spring 2018, Collins was named a Gold Medal school by *U.S. News and World Report*, a special distinction only given to the top 2% of schools in the country. In spring 2019, Collins continued to be recognized as a Top LA Public School by *US News and World Report* and made the *US News and World Report* Best High Schools in America list. Of the more than 17,000 high schools ranked across the nation, Collins was named in the top 10% of the country based on its academic performance, college-readiness and graduation rates.

Collins' mission is to prepare all scholars with the scholarship, ambition, and strength of character to succeed in high school, college, and beyond. We believe the awards received and the school performance data to follow provides evidence of the school's success in supporting our scholars to achieve our mission and to have a positive, profound impact on the Huntington Park community.

School Performance Over the Charter Term

Since its opening in 2005, Collins has made a positive impact on the community of Huntington Park. Since the last successful renewal in 2014, there have been many shifts in the measurements of accountability in California, with the implementation of the California Assessment of Student Progress and Performance (CAASPP) and the removal of the Academic Performance Index (API). These changes in standards and assessments have led to an increased focus on the performance of our subgroups and special populations to ensure that they are demonstrating growth annually. That said, the CAASPP for high schools only captures the performance of grade 11 students, since there are no other levels assessed in English/Language Arts and mathematics.

Smarter Balanced Assessment Consortium (SBAC) Analysis

ENGLISH/LANGUAGE ARTS SBAC						
	2015-16		2016-17		2017-18	
	Collins	Resident	Collins	Resident	Collins	Resident
All	72%	44%	75%	52.1%	68.8%	48.5%
English Learner	*	3%	*	0.8%	0.0%	2.9%

ENGLISH/LANGUAGE ARTS SBAC						
	2015-16		2016-17		2017-18	
	Collins	Resident	Collins	Resident	Collins	Resident
Students with Disabilities	27%	6%	43%	5.7%	20.0%	8.8%
Hispanic or Latino	72%	44%	75%	52.5%	68.6%	48.8%
Economically Disadvantaged	73%	44%	77%	52.2%	68.6%	49.6%

Source: Los Angeles Unified School District, *Data Set – December 3, 2018*; California Department of Education (CDE) DataQuest

The resident schools referenced in this petition include Linda Esperanza Marquez High C School of Social Justice, Academy for Multilingual Arts and Science at, Mervyn M. Dymally High, NAVA College Preparatory Academy, Elizabeth Learning Center, Animo College Preparatory Academy, Visual and Performing Arts at Legacy High School Complex, Alain Leroy Locke College Preparatory Academy, Linda Esperanza Marquez High B LIBRA Academy, Communication and Technology at Diego Rivera Learning Complex, Dr. Maya Angelou Community High, International Studies Learning Center at Legacy High School Complex, David Starr Jordan Senior High, Huntington Park Senior High, Diego Rivera Learning Complex Green Design STEAM Academy, Thomas Jefferson Senior High, Bell Senior High, South Gate Senior High, Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine, Performing Arts Community at Diego Rivera Learning Complex, Santee Education Complex, Maywood Academy High, South East High, John C. Fremont Senior High, Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex and Public Service Community at Diego Rivera Learning Complex

When examining English Language Arts (ELA) SBAC performance from the 2015-16 school year to 2017-18, we are proud to observe a majority of Collins scholars meeting or exceeding ELA standards since the implementation of the CAASPP statewide assessments. We saw growth from the 2015-16 school year to 2016-17. Although there was a decrease in standards met or exceeded in 2017-18, Collins' scholars continue to outperform the District and State average for that year. Additionally, we are very pleased that 20% more scholars at Collins met or exceed the standards tested on ELA SBAC compared to the Resident Schools median.

The data further demonstrates that our Hispanic and Latino scholars and Economically Disadvantaged scholars have demonstrated similar achievement to that of all scholars. The performance of these two significant subgroups shows that they are mirroring the achievement of all scholars and exceeding, by a significant margin, the performance of the Resident Schools median.

English Learners were not considered a significant subgroup until the 2017-18 school year. Our EL data for 2017-18 confirmed that we needed to make changes to our EL program to ensure that our ELs were being provided with strong English language instruction and access to content curriculum. These changes included: placement of EL scholars in ELD courses according to their ELD level, the addition of English 3D curriculum and supplements such as Rosetta Stone for newcomers, and teacher participation in Alliance-wide EL specific professional development as well as on site EL specific professional development for ELD teachers, RSPs and content teachers to assure that teachers were prepared with strategies to support EL scholars. In addition, for 2019-20, we provided all teachers with EL Passports, a tool to access EL scholar's language proficiency and Lexile level as well as a resource for teachers to access a valuable menu of ELD instructional strategies and resources related to each data point. For the 2019-20 school year we plan to continue providing teachers and members of the English Learner Advisory Committee (ELAC) training on how to best support EL scholars and monitor their progress in order to provide support early on. Our ELAC consists of one assistant principal, one counselor, our parent engagement specialist, and two parents. The function of the ELAC is to advise on 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.

When examining the performance of our Students with Disabilities (SWD), although there is room for improvement in comparison to our overall scholar performance, we are proud to see that this significant subgroup has been meeting or exceeding ELA standards at a rate that is significantly higher than the Resident Schools median since the implementation of the CAASPP statewide assessments. Recognizing the need to elevate the performance of this subgroup, for the 2019-20 school year, we have decided to restructure our Special Education team by having a full-time Special Education Coordinator in addition to having four RSP teachers, one to oversee each grade-level of scholars with disabilities. Additionally, we have advanced from a part-time school psychologist to a full-time school psychologist. We will also continue to have instructional aides to support our RSP teachers in the “push-in” model to provide scholars more direct support in ELA and Math general education course while also doing a co-teaching model at the 11th grade level for both ELA and Math general education courses. Our co-teaching model will include weekly co-lesson planning and facilitation between one of our Resource Specialist Teachers and 11th grade ELA teacher and 11th grade math teacher. We believe the co-teaching model will provide more ongoing targeted support to SWD in general education courses and lead to better success on quarterly interim assessments and ultimately, the summative SBAC.

In 2018-19, we hired a part-time ELA Coach to strengthen our literacy practices for all scholars. Our ELA Coach co-developed our ELA Strategic Instructional Operating Plan (SIOP) and has been developing leadership capacity in our ELA Instructional Lead (IL, also known as department chair) and the ELA department in a Professional Learning Community (PLC) that prioritizes our weekly professional development (PD) meetings to focus on lesson planning and analyzing scholar work along with classroom observations outside of PD. Our ELA strategy is a combination of internalizing the use of a Common Core State Standards aligned curriculum, HMH Collections, where teachers select a text to identify the “big idea” and culminating task, which will guide their planning of a series of text-dependent questions. The key change is that in the 2016-17 and 2017-18 school years, we prioritized writing strategies not only as a department, but school-wide and through the use of Claim-evidence-reasoning (CER) short writes. In 2018-19, we shifted our focus to a reading strategy and greater depth of lesson planning around that strategy. It has become much more of the ELA department strategy as a shift from school-wide to more targeted support based on the need of individual departments or numeracy needs versus literacy. This PLC will continue into the 2019-20 school year and will include two department ILs in order to train up more leadership capacity within the department and also to provide more frequent support to teachers. We believe the increase in IL support and focus on a department specific strategy will lead to greater achievement on the SBAC for all subgroups and all scholars.

MATHEMATICS SBAC						
	2015-16		2016-17		2017-18	
	Collins	Resident	Collins	Resident	Collins	Resident
All	24%	14%	29%	13.5%	33.3%	15.3%
English Learner	*	0%	*	0.0%	0.0%	0.0%
Students with Disabilities	0%	0%	0%	0.0%	0.0%	2.2%
Hispanic or Latino	25%	14%	29%	14.0%	33.6%	15.5%
Economically Disadvantaged	24%	14%	30%	14.1%	33.6%	15.1%

Source: Los Angeles Unified School District, *Data Set - December 3, 2018*; California Department of Education (CDE) *DataQuest*

When examining mathematics SBAC performance from the 2015-16 school year to 2017-18, we are proud to observe that all scholars at Alliance Collins Family College-Ready High School (Collins) significantly outperformed the Resident Schools median by 10% each year and more than double the percent the previous two school years. Additionally, while we are aiming for greater proficiency rates, we are proud that in each year there has been significant growth and for the 2017-18 school year we also outperformed the State average for meeting or exceeding math standards.

As mentioned in our ELA SBAC analysis, our English Learners have always been a significant subgroup since our school has been operating despite not being officially identified as such until the 2017-18 school year. In 2019-20, we have included more professional development (PD) for teachers during our weekly PD calendar to prioritize supporting our English Learners and Students with Disabilities, making sure that student representatives from each subgroup are always included when analyzing student work and developing reteach plans to improve their proficiency on classroom assessments aligned to the SBAC. The same is true about our scholars with disabilities. When examining the performance of other significant subgroups, economically disadvantaged and Hispanic or Latino scholars, we are proud to see that in most cases, each subgroup either mirrored or slightly exceeded the performance of all scholars.

For the 2019-20 school year, we are piloting a new math curriculum, College Preparatory Math (CPM), across all grade-levels. CPM is more aligned to the math SBAC, which would require less time of pulling together supplemental resources to address gaps between curriculum and assessment. Additionally, we have hired an assistant principal with a strong background in math and experience implementing the CPM curriculum to support the department with this big shift. This shift in curriculum will also play a major role in how the department will backwards plan from interim assessments, which are administered quarterly and help us to progress monitor toward our end-of-year goals on the Math SBAC assessments.

Internal Assessment: English/Language Arts and Mathematics

In Fall 2017, Collins implemented new interim assessments, built by the Alliance Home Office Academic Team, in ELA and Math in grades 9 through 12, three times a year. The interims are strongly aligned to Common Core State Standards in ELA and Math and built off of the assessment blueprints and item specifications for Smarter Balanced Assessment Consortium (SBAC). Data from each interim is immediately available to staff and broken down at the student, item and standard level. School-wide Data Days are held immediately following each interim assessment to provide time for teachers and leaders to deeply analyze interim data and plan for future instruction.

2018-19 Interim Assessment – English/Language Arts									
	All Students			English Learners			Students with Disabilities		
Grade	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
9	41%	45%	53%	27%	20%	26%	29%	29%	35%
10	38%	48%	44%	26%	34%	21%	28%	37%	34%

Source: Schoolzilla, *Illuminate Assessment Platform*

2018-19 Interim Assessment - Mathematics									
	All Students			English Learners			Students with Disabilities		
Grade	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
9	37%	35%	32%	30%	24%	14%	31%	27%	30%
10	37%	31%	33%	30%	20%	20%	25%	23%	24%

Source: Schoolzilla, Illuminate Assessment Platform

Collins has shown growth in the area of English Language Arts. During the first assessment given in September, 41% of 9th grade students and 38% of 10th grade students were meeting or exceeding ELA standards. During the third assessment, given in March, Collins saw an overall growth of 12% of 9th grade and 6% of 10th grade students meeting or exceeding standards.

During the 2018-2019 school year, Collins saw a decrease in the percentage of students meeting or exceeding standards in mathematics. We recognize there is need for improvement in the area for mathematics. When examining the interim data, we came to the realization that our math curriculum, Interactive Mathematics Program (IMP), was not aligned well to the assessment. As such, mid-year we made adjustments by shifting from being curriculum driven to being standard-driven for planning and weekly assessments.

In order to increase EL achievement, we developed a comprehensive approach to language and literacy development across the content areas by providing ELD, special education and mainstream teachers with professional development to ensure that all teachers are literacy and language teachers. The following Professional Development is provided on the following topics:

1. Targeted instructional practices to make language and content comprehensible by scaffolding tasks, providing opportunities for cooperative learning and independent work.
2. Sheltered strategies to increase comprehension of key content and processes including: visuals, graphic organizers, manipulatives, key vocabulary, wait time, and gestures.
3. Oral language development to improve reading comprehension and writing skills, and provide opportunities for language modeling. Strategies include: cooperative learning, partner talk, language exemplars, and response frames.
4. Vocabulary building strategies such as: higher order vocabulary skills such as cognate relationships. Provide opportunities to practice independent word learning strategies such as strategies to build vocabulary include word walls, teaching idioms, visuals, graphic organizers, vocabulary journals, and daily vocabulary routines.

English Learners

Reclassification of English Learners				
	2015-16	2016-17	2017-18	2018-19
Collins	68%	14%	29%	21%
Resident School Median	12%	13%	14%	16%
LAUSD	12%	17%	20%	23%
California	11%	13%	15%	14%

Source: California Department of Education

Throughout the four years, we continue to exceed the Resident Schools median and the State reclassification rates. Reclassification is a primary goal for our English learners. We have made some key changes to our EL program to ensure that our scholars can access core content, and make sure that ELs graduate college and career-ready. All ELs are enrolled in an English language development (ELD) course placement is based on a scholar's proficiency level (Emerging, Expanding or Bridging). Instruction in these courses is designed, implemented and scaffolded to meet the needs of the group (Emerging, Expanding or Bridging). Our ELD teachers utilize English 3D curriculum and supplement the curriculum with resources such as Rosetta Stone and Newsela based on the English proficiency level of the class. All ELD courses are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials. These courses are aligned to the CA ELD Standards (2012) and are University of California Office of the President (UCOP) approved. In addition, these courses reflect the California ELA/ELD Framework:

1. **Integrates all four language skills (Listening, Speaking, Reading and Writing) into instruction:** ELs benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regardless of English proficiency level.
2. **Provides daily, meaningful speaking practice:** ELs benefit from using academic English in structured classroom discussions, small group work, turn-and-talks and presentations. Direct use of response frames and word banks support scholars when speaking.
3. **Teaches components of reading:** Begins with phonemic awareness and phonics and adds vocabulary, text comprehension, and fluency. After acquiring the basic skills, ELs need to become active readers and writers who use reading and writing processes.
4. **Focuses on vocabulary development:** The explicit teaching of vocabulary, knowledge of words, word parts, and word relationships is critical if scholars are to understand topics in a content area. Teachers must teach multiple meanings of words and help scholars incorporate words into their expressive vocabulary.
5. **Teaches reading comprehension strategies:** ELs need to receive explicit instruction about reading comprehension strategies.
6. **Builds and activates background knowledge:** Connects instruction to what learners already know and then explicitly discusses how that knowledge applies to a new topic.
7. **Teaches language through content and themes:** Providing content- or theme-based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.

In order to lead and ensure the success of our EL program, we have established the English Learner Leadership Committee composed of an Assistant Principal, a counselor, our parent engagement specialist, an ELA and ELD teacher. This committee monitors and regularly assesses the progress of all English Learners, including those who have opted out of the EL program, in both English language proficiency and content knowledge throughout the school year. Monitoring scholar progress identifies scholars who are not making appropriate progress and allows us to provide additional support to enable ELs to reach English proficiency, as well as ensuring that we are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner. Furthermore, after EL scholars have been reclassified as Reclassified Fluent English Proficient (RFEP), our EL Leadership Committee will continue to monitor scholar progress for four years. If an exited English Learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional support, including but not limited to tutoring, accommodations, and support classes.

Additionally, to start the 2019-20 school year, we will introduce EL “passports” through a hands on PD that will allow teachers to practice using EL and SWD passports in planning differentiated lessons and supports to better meet the individual needs of our scholars. We will continue to devote more time during weekly professional development meetings to train staff in EL strategies and develop plans to address gaps in learning that are specific to our EL population

Finally, parents as partners is a core value at Collins. In order to hold ourselves accountable to our values we have established an English Language Advisory Committee (ELAC) whose major function is to advise and make recommendations in writing to the school principal and School Coordinating Council (SCC) on the implementation and evaluation of the school’s services for ELs.

College-Readiness Outcomes

Cohort Graduation Rate			
All Students	2015-16	2016-17	2017-18
Collins	99%	100%	99%
Resident Schools Median	85%	83%	86%
LAUSD	77%	76%	77%
State	84%	83%	83%
English Learners	2015-16	2016-17	2017-18
Collins	94%	100%	100%
LAUSD	57%	56%	55%
State	73%	67%	68%
Students with Disabilities	2015-16	2016-17	2017-18
Collins	100%	100%	100%
LAUSD	55%	60%	63%
State	66%	65%	66%

Source: California Department of Education (CDE) DataQuest

Cohort Dropout Rate			
	2015-16	2016-17	2017-18
Collins	0.0%	0.0%	0.6%
LAUSD	13.7%	12.5%	13.3%
California	9.7%	9.1%	9.6%

Source: CA Department of Education DataQuest

Graduates Meeting UC/CSU Requirements		
	2016-17	2017-18
Collins	97.1%	99.4%
LAUSD	59.8%	61.9%
California	49.9%	49.9%

Source: CA Department of Education DataQuest

Collins' cohort graduation rates are one of its most celebratory performance areas. As observed above, Collins has sustained a 99% or higher cohort graduation rate since 2015-16, which exceeds the Resident Schools median, LAUSD, and State average. Additionally, we saw that our significant subgroups, English Learners and Students with Disabilities, not only greatly exceed the LAUSD and State rates, but in many cases are slightly higher than the rate of all scholars at Collins.

When examining Collins' cohort dropout rate, we are very proud to have sustained 0 to less than 1% since 2015-16, which is significantly more positive than the dropout rate at LAUSD and the State.

We are also very proud to see growth from the 2016-17 school year and that nearly 100% of Collins' 2017-18 graduates met UC/CSU requirements, which greatly exceeds LAUSD and the State's performance.

We attribute our success in these three areas to several factors. Our teachers have high expectations for our students to push beyond earning C grades, providing interventions such as after school tutoring and credit recovery. In order for students to meet those expectations, we develop the master schedule annually to ensure that A–G requirements are met by all students upon graduation from high school. Our grade-level administrators monitor academic progress and A-G completion for all students and work regularly with the RSP team, counseling team, school psychologist and parents to ensure success in this area. Each semester the counseling team conducts credit checks for individual students to ensure that students are meeting their grade-level course requirements and are on track to graduate. If a student is not on track to graduate, the counselor, grade level administrator, and resource teacher (if applicable) work collaboratively to create a plan to meet the student's individual needs. Plans created for students can include tutoring, credit recovery opportunities, social emotional support, and or Student Support and Progress Team (SSPT) meetings. Throughout the school year, the counselors and appropriate parties collaborate and monitor the progress of students.

Another key factor that contributes to our high graduation rates is our college going culture at Collins. From an early start, we promote not only the idea of all students being able to achieve high school graduation, but that all students can and will be eligible to attend college. We have a number of activities (i.e. workshops, advisory lessons, classroom presentations, college field trips, etc.) that promote, raise awareness, and inform students and parents of our high school graduation and college acceptance requirements. We offer a Summer Bridge program to our incoming 9th graders. This program helps students transition into high school and it provides reinforcement of math and ELA skills. Additionally, we hold regular parent meetings to involve them in our college bound culture as they learn about FAFSA among other key aspects for increasing college admission. Our counseling team provides all seniors access to college application. We are proud of our work here, but are also looking at our college persistence rate as a true measure for success as a college-ready school. College persistence and graduation will continue to be at the forefront of the work we engage in every day. We continue to have a Student Transition Coordinator (STC) to serve on our counseling team for alumni tracking and support our current group of seniors become more equipped with the skills and resources needed to graduate and go to and through college.

College Admissions Testing

Scholastic Aptitude Test (SAT)

Scholastic Aptitude Test (SAT) Results - % Meeting Benchmark				
	2016-17		2017-18	
	ELA	Math	ELA	Math
Collins	55.9%	24.3%	57.0%	25.2%
LAUSD	55.7%	31.5%	55.6%	31.4%
California	72.3%	50.8%	71.0%	50.7%

Source: California Department of Education, DataQuest

To promote college readiness, we offer in-school administration of the SAT and PSAT. The PSAT is administered to 9th and 10th grade students twice a year, and the SAT is administered at least 3-4 times for 11th and 12th grade students. In March of every year, students in the 11th grade have the opportunity to take the SAT on site. Students in the 12th grade have the opportunity to take the SAT on site during the October administration.

To support students with the SAT, Collins provides a College Prep Readiness class (SAT) to juniors as a non A-G elective course. There has been marginal growth in ELA and math from the 2016-2017 to the 2017-2018 school year. The % of students meeting the benchmark in ELA is on par to schools in the District. We attribute this growth to the preparation students are receiving in the SAT course. Additionally, we have increased collaboration between our SAT prep teacher and our junior Math and ELA teachers. Our general education Math and ELA junior teachers include weekly practices with SAT questions that also serve as strategy for double-downing on SBAC preparation. For the 2019-20 school year, we are introducing Revolution Prep, an online program that includes practice tests and practice SAT problems, as a new resource to strengthen lessons in SAT prep classes.

ACT

ACT Results			
	2015-16	2016-17	2017-18
	% Scores ≥ 21	% Scores ≥ 21	% Scores ≥ 21
Collins	18.5%	13.2%	15.4%
LAUSD	31.2%	32.3%	29.5%
State	57.4%	58.1%	56.6%

Source: California Department of Education, DataQuest

Counselors help students register for AP exams and students also have the choice to use those test results for college acceptances. We recognize that Collins' ACT results are lower than the district and we are striving for continuous improvement. In the 2019-2020 academic school year we will partner with *Revolution Prep*, a tutoring company that offers ACT curriculum to schools. *Revolution Prep* will provide professional development opportunities for teachers and will show them how to use the curriculum with fidelity.

Advanced Placement

Advanced Placement (AP) Results			
	2015-16	2016-17	2017-18
	% 3 or Above	% 3 or Above	% 3 or Above
Collins	28%	32%	48%
LAUSD	41%	40%	41%
State	56%	56%	58%

Source: California Department of Education, DataQuest

When comparing our AP exam pass rates to LAUSD and the State, there are other factors to consider such as the total number of scholars enrolled in the AP course and the percent of scholars who took the AP exam. We are proud to see steady growth over the course of three years and in a big increase for the percentage of pass rates in the 2017-18 school year, which is also above the LAUSD average.

At Collins, enrollment into AP courses has become more data-driven by considering scholar performance on the SBAC in addition to historical gradebook data. The school administers AP diagnostics to also determine enrollment. As such, our teachers have also been able to address more of the AP content to prepare our scholars for the exams. Additionally, our AP teachers have all attended 4-day summer institute trainings through CollegeBoard and additional workshops for where AP exam criterion have changed. We are beginning to see a stronger correlation between success on AP exams and AP courses at Collins, which has been a priority since our WASC Self-study in 2015.

School Climate & Culture

Average Daily Attendance			
	2015-16	2016-17	2017-18
Collins	98%	97%	97%

Source: PowerSchool Attendance Reports

Collins has sustained an excellent average daily attendance (ADA) rate since 2015-16. We attribute our success in this area to the committed parents of the school community, an effective operations team to monitor attendance and quick response to absences from the school's leadership team. The school's attendance clerk provides a daily attendance update in the morning hours. The data indicates repeated and chronically absent scholars, which prompts the administration and counseling teams to intervene and provide support to scholars and families in need of improved attendance. In 2018-19, the school hired a full-time social worker to better assist the counseling team and administrative team in this area. The school aims to identify root causes attributing to trancies and unexcused absences, and provides resources to support families. The school also conducts home visits, as needed.

Additionally, we offer incentives to specific scholars for attendance achievement as part of our semester honor roll assemblies and also provide school-wide incentives such as a monthly ice cream social. We also provide parent workshops to educate parents of the importance of regular attendance and impact absences have on learning.

Out-Of-School Suspension Event Percentages						
	2015-16		2016-17		2017-18	
	Collins	Resident	Collins	Resident	Collins	Resident
Suspensions	0.2%	0.3%	0.2%	0.4%	0.7%	0.1%

Source: Los Angeles Unified School District, *Data Set*

Collins has a less than 1% suspension rate and has proudly sustained that rate since 2015-16. Collins aims to avoid suspensions in response to scholar misconduct and has been working to improve and implement more restorative justice practices. There have been instances where in lieu of an out-of-school suspension, the school has worked with families to have scholars participate in a “reverse suspension,” which involves having the scholar attend Saturday school in place of missing instruction and a school day.

Starting in the 2019-20 school year, we hired a Dean of Schools to oversee scholar discipline and to ensure greater consistency compared to having multiple assistant principals support this aspect of school culture. The dean will also attend trainings to strengthen the school’s restorative justice practices and work to build greater community at Collins for a shared mindset and common practices in response to scholar misconduct.

Parent Engagement & Satisfaction

Annual Stakeholder Satisfaction Surveys			
	2015-16	2016-17	2017-18
Scholar Satisfaction	90%	87%	85%
Staff Satisfaction	96%	95%	93%
Parent Satisfaction	92%	93%	88%

Source: Alliance Annual Parent, Student, and Staff Satisfaction Surveys

Parents are invaluable partners in attaining the goals we seek to achieve in our charter petition and our Local Control Accountability Plan (LCAP). The Annual Parent Satisfaction Survey data demonstrates that families are satisfied with our school.

The school embraces parents as partners in the education of their children. All stakeholders are engaged in the decision-making process at the school which includes quarterly school board meetings, monthly school coordinating council meetings, monthly ELAC meetings, and monthly town hall meetings to inform the school community, including all parents, of the academic and cultural events and successes at the school.

The school further extends parent engagement through monthly parent workshops, as well, where counselors and school leaders guide parents through a series of topics related to academic, financial, and social-emotional readiness for students and their families as they prepare for the journey to and through college. To ensure parents are aware of the various meetings occurring on site, we regularly update the Collins website with online copies of materials for parents including agendas and notes from the Collins School Board meetings, School Site Council (SSC) meetings, townhall meetings, and parent workshops. Parents are also invited to campus to meet with teachers during Back to School Night within the first month of school each year, during parent conferences after the first progress report of each semester,

and routinely throughout the school year for individual conferences at the request of teachers and parents alike. Through these various avenues, we maintain an open-door policy in which all parents have access to share ideas and provide feedback on school decision-making processes.

In order to create a space for involvement of all stakeholder groups and keep the community engaged in the fulfillment of the mission/vision, the school has a School Site Council (SSC) which meets a minimum of four times per year. The SSC consists of members from various stakeholder groups, including parents, teachers, classified staff, community members, student government and the site leadership. The SSC is an effective forum to provide suggestions and recommendations to the leadership on day-to-day operations and issues including but not limited to, budgeting, the instructional program, school policies, and the general direction of the school.

The school hosts community townhall meetings once a month. These meetings provide an opportunity for a wider group of stakeholders to participate in monitoring the school's progress. During these meetings, we discuss a wide range of topics, including attendance, school culture, college success, and academic achievement, in order to promote engagement and commitment to our mission. These meetings are open to the community members, but also provide an opportunity for parents who are unable to attend the SSC meetings. The school leadership attends the townhall meetings, which are held on campus.

Since parent involvement and education are essential components in the success of our students, the school holds workshops to increase parent capacity to support their children at home and assist the school in closing the achievement gap. The goal of the parent workshops is to create and maintain a climate conducive to sustained parent engagement and partnerships to support student learning and success. The Parent Engagement Specialist, with support from the administrative team, conducts the workshops on a variety of topics that range from high school preparedness, college-readiness, and parenting skills.

Student Population to be Served

Alliance Collins Family College-Ready High School is an independent charter high school that serves students in grades 9-12, providing an alternative choice of quality education in the community of Huntington Park.

Collins provides a sound educational program for all students in attendance through its rigorous standards-based curriculum, culture of high expectations, highly effective and qualified teachers, and principal leadership in a small personalized learning environment where students know their teachers well and are known by adults.

The publicly available SBAC data and the California Accountability Dashboard for schools in the community to be served reflects a large, urban student population and provides an objective rationale for the need of the proposed instructional program. Collins seeks to recruit middle and high school students in the following school communities to improve academic performance as a priority:

Linda Esperanza Marquez High C School of Social Justice
Academy for Multilingual Arts and Science at Mervyn M. Dymally High
NAVA College Preparatory Academy

Elizabeth Learning Center
Visual and Performing Arts at Legacy High School Complex
Alain Leroy Locke College Preparatory Academy
Linda Esperanza Marquez High B LIBRA Academy

Communication and Technology at Diego Rivera Learning Complex
 Dr. Maya Angelou Community High
 International Studies Learning Center at Legacy High School Complex
 David Starr Jordan Senior High

Huntington Park Senior High
 Diego Rivera Learning Complex Green Design STEAM Academy
 Thomas Jefferson Senior High
 Bell Senior High
 South Gate Senior High

Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine
 Performing Arts Community at Diego Rivera Learning Complex
 Santee Education Complex
 Maywood Academy High
 South East High
 John C. Fremont Senior High
 Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex
 Public Service Community at Diego Rivera Learning Complex

Enrollment by Grade-Level

5 Year Enrollment Roll-Out Plan					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	150	150	150	150	150
10	150	150	150	150	150
11	150	150	150	150	150
12	150	150	150	150	150
Total	600	600	600	600	600

Goals and Philosophy

Mission

The mission of Collins is to operate a small high performing school that prepares all students to graduate and to enter and succeed in college. Moreover, we strive to ensure that each Collins student will develop resilient character and strong critical thinking and collaborative skills necessary to become socially responsible, globally minded citizens who are an integral part of their local, national and international communities.

Vision

The vision of Collins is to provide a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices, and to serve as a model for the District and other public schools.

Collins will consistently demonstrate student readiness for success in college by growing the number of students who, based on state content/Common Core Standards assessments, place at the “meeting” or “exceeding” standards levels.

Key Program Elements

Collins students, staff and community embrace the following five Alliance program elements to establish and maintain the culture of the school:

1. **High Expectations for All Students** - All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college¹. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.
2. **Small Personalized Schools and Classrooms** - Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. Blended-learning classrooms, like those at Collins, offer even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates their learning to where they need to be in order to graduate ready for success in college.
3. **Increased Instructional Time** - All students must have sufficient time in school to learn successfully. The school offers a longer school year and ongoing opportunities for extended learning time through intervention or enrichment to meet individual student needs. Daily learning time is structured in longer instructional blocks of time to allow for focused in-depth learning. Students will also have access to online resources, be able to replay online content, and access other features allowed by using technology, creating many out-of-classroom learning opportunities. Research demonstrates how increased learning time can lead to higher achievement²
4. **Highly Qualified Principals and Teachers** – All Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and who are given opportunities for ongoing leadership training. Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, these skills are at the forefront when selecting and developing teachers. Our teachers work in collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.
5. **Working with Parents as Partners** - Parents at all Alliance schools are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering.

What it Means to Be an Educated Person in the 21st Century

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation,

¹ Doug Lemov, Teach Like a Champion, March 2010

² Massachusetts 2020, *More Time for Learning: Promising Practices and Lessons Learned*, 2010.

interpersonal relationships, social/ economic studies, the use of technology, and personal work habits in order to succeed in a global economy.

A well-educated person recognizes that the world is constantly changing, and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.³

The Collins curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can achieve success in college and in their chosen careers, and can continue to be self-directed learners, highly skilled critical thinkers, and effective communicators throughout their lives.

How Learning Best Occurs

At Collins, we believe that we believe exceptional teaching is at the heart of student success in middle school, high school, college, and beyond. Every day, with every student, we exemplify this belief through the academic commitments below. We believe learning occurs best when classrooms are characterized by the attributes below:

SPARK *Our students are enthusiastic learners who work hard every day to master challenging content.*

- Teachers celebrate students' effort and foster students' curiosity by cultivating a passion for learning and reinforcing the conviction that with hard work, every student can succeed.
- Students enthusiastically read, write, analyze, discuss, research, experiment, and solve challenging problems and self-advocate for what they need to succeed.

CHALLENGE *Our students learn best when we provide challenging content that builds strong learning habits and life skills.*

- Teachers support students to lead the cognitive thinking in a lesson by providing challenging academic content, skills, and experiences that prepare them for success in high school, college, and beyond. Challenging content pushes every student to exceed their own expectations, achieving exceptional results through struggle and hard work.
- Students wrestle with complex ideas and persevere in their work even when they are not sure of the answer.

SCHOLAR TO SCHOLAR *Our students deepen their understanding of content and build skills through lively discussions and meaningful collaboration with their peers.*

- Teachers provide students with a variety of opportunities to engage in robust academic discussions and to collaborate to solve real-world problems.
- Students use evidence to support their thinking, respectfully disagree with differing perspectives, and revise their own thinking in light of other students' ideas.

³ Douglas Kellner, *New Media and New Literacies: Reconstructing Education for the New Millennium*, UCLA, 2000

PERSONALIZED *Our students thrive with thoughtful scaffolding and individualized supports to meet our high bar for academic rigor.*

- Teachers use data to strategically tailor instruction based on what their students need, keeping the bar for academic rigor high.
- Students employ a variety of tools and strategies, including technology, to accelerate their learning, build knowledge and skills, and obtain feedback on their performance.

Annual Goals for Local Control Funding Formula (LCFF)

NOTE: The data targets approved by the School Board of Directors for the Year 3 LCAP are reflected in the tables below. The LCAP was developed based on the input by various stakeholder groups as required, approved by the School Board in June 2019, and submitted to LACOE per statutory requirements. The Board will consider revisions to the LCAP based on available data for the 2020-21 year as part of the Spring 2020 development of the LCAP. As such, the LCFF table below reflects the targets available through Year 3 (2019-20).

NOTE: Subgroups which are not statistically significant as of the current data reporting year are denoted with an “*” in the table below. Additionally, NA indicates that the data is either not available or is not disaggregated by subgroup. Finally, because we do not have baseline data available for many 2019-20 metrics, the baselines listed are subject to revision upon receipt of 2019-20 finalized data.

LCFF STATE PRIORITIES	
GOAL #1	
Basic Services (State Priority 1): Ensure all students are provided a learning environment supported by highly effective and fully credentialed teachers, and have full access to standards-aligned instructional materials in a well-maintained facility.	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
<input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Recruit and/or retain and train effective teachers. • Ensure that all teachers who are hired have the correct credential and are assigned to the appropriate content area. (base teacher salaries and benefits). Retain highly qualified teachers by providing additional compensation (stipends). Provide additional compensation for additional duties. • Develop and/or support systems that maintain a clean and safe campus. (custodial staff; plant improvement/maintenance) • Purchase additional/replacement technology to support student learning (i.e. hardware; software; site licenses). • All students are fed breakfast, nutrition, and lunch on school days. 	

Expected Annual Measurable Outcomes						
Outcome #1:						
Metric/Method for Measuring: Teacher Retention (Alliance Effective & Master Evaluation Status)						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)
English Learners	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)
Socioecon. Disadv./Low Income Students	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)

		internal metric)	internal metric)	internal metric)	internal metric)	internal metric)
Foster Youth	*	*	*	*	*	*
Students with Disabilities	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)	At least 80% of teachers retained labeled "effective" through "mastery" (based on a multiple indicator teacher evaluation internal metric)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2:						
Metric/Method for Measuring: ESSA-Compliant Teachers						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% ESAA- Compliant teaching staff	100% ESAA- Compliant	100% ESAA- Compliant	100% ESAA- Compliant teaching staff	100% ESAA- Compliant	100% ESAA- Compliant

		<i>teaching staff</i>	<i>teaching staff</i>		<i>teaching staff</i>	<i>teaching staff</i>
English Learners	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff
Socioecon. Disadv./Low Income Students	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff	100% ESAA-Compliant teaching staff
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3:						
Metric/Method for Measuring: Facility Improvements						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed

English Learners	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed
Socioecon. Disadv./Low Income Students	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed	100% of the physical facility improvements updated as needed
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: Student Technology Ratio

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1

English Learners	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1
Socioecon. Disadv./Low Income Students	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1	Ratio of student:tech devices is 1:1
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5:

Metric/Method for Measuring: Teacher Assignments

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential
English Learners	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential	100% Teachers appropriately assigned in accordance to their credential
Socioecon. Disadv./Low Income Students	100% Teachers	100% Teachers	100% Teachers	100% Teachers	100% Teachers	100% Teachers

	appropriate ly assigned in accordanc e to their credential	appropriate ly assigned in accordanc e to their credential	appropriate ly assigned in accordanc e to their credential	appropriate ly assigned in accordanc e to their credential	appropriate ly assigned in accordanc e to their credential	appropriate ly assigned in accordanc e to their credential
Foster Youth						
Students with Disabilities	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential	100% Teachers appropriate ly assigned in accordanc e to their credential
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #6:						
Metric/Method for Measuring: Access to Standards-Aligned Instructional Materials						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

Implementation of State and Performance Standards: All students will have equitable access to rigorous, standards -aligned curricula and technology; assuring readiness for a full range of college and career options.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Provide a Summer Bridge for all incoming students to support the transition to high school; introducing ELA, Math and a college-ready culture.
- Purchase additional/replacement technology to support student learning (i.e. hardware; software; site licenses).
- Embed and/or update a system of supports for English Learners to acquire/master the English Language.
- Purchase and update supplemental instructional materials that are aligned to Common Core State Standards and Next Generation Science Standards (NGSS) Standards.
- Develop and/or update individual graduation/college/career plans for all students.
- Provide professional development for faculty, staff, and administration to improve student academic outcomes.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: % of teachers retained labeled "effective" through "mastery" (based on Alliance-wide internal metric) and are appropriately credentialed ; Internal assessments

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>At least 85% of teachers retained labeled</i>	<i>At least 90% teachers retained labeled</i>	<i>At least 85% teachers retained labeled</i>	<i>At least 85% teachers retained labeled</i>	<i>At least 85% teachers retained labeled</i>	<i>At least 85% teachers retained labeled</i>

	"effective" through "mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"effective" through "mastery" (based on a multiple-indicator evaluation system)	"effective" through "mastery" (based on a multiple-indicator evaluation system)	"effective" through "mastery" (based on a multiple-indicator evaluation system)	"effective" through "mastery" (based on a multiple-indicator evaluation system)	"effective" through "mastery" (based on a multiple-indicator evaluation system)
English Learners	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed
Socioecon. Disadv./Low Income Students	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed
Foster Youth	*	*	*	*	*	*
Students with Disabilities	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed	"mastery" (based on a multiple-indicator evaluation system) and are appropriately credentialed
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:

Metric/Method for Measuring: % of students showing growth on CAASPP ELA.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	At least 70% of students meeting/exceeding state standards as measured by CAASPP English	CAASPP English at least 75%	CAASPP English at least 78%	CAASPP English at least 80%	CAASPP English at least 82%	CAASPP English at least 85%
English Learners	At least 29% of students meeting/exceeding state standards as measured by CAASPP English	CAASPP English at least 30%	CAASPP English at least 32%	CAASPP English at least 34%	CAASPP English at least 36%	CAASPP English at least 38%
Socioecon. Disadv./Low Income Students	At least 70% of students meeting/exceeding state standards as measured by CAASPP English	CAASPP English at least 75%	CAASPP English at least 78%	CAASPP English at least 80%	CAASPP English at least 82%	CAASPP English at least 85%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	At least 33% of students meeting/exceeding state standards as measured by CAASPP English	CAASPP English at least 34%	CAASPP English at least 36%	CAASPP English at least 38%	CAASPP English at least 40%	CAASPP English at least 42%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	At least 70% of students meeting/exceeding state standards as measured by CAASPP English	CAASPP English at least 75%	CAASPP English at least 78%	CAASPP English at least 80%	CAASPP English at least 82%	CAASPP English at least 85%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3:

Metric/Method for Measuring: % of students showing growth on CAASPP Math.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	At least 33% of students meeting/exceeding state standards as measured by CAASPP Math	CAASPP Math at least 38%	CAASPP Math at least 43%	CAASPP Math at least 48%	CAASPP Math at least 53%	CAASPP Math at least 58%
English Learners	At least 24% of students meeting/exceeding state standards as measured by CAASPP Math	CAASPP Math at least 25%	CAASPP Math at least 26%	CAASPP Math at least 27%	CAASPP Math at least 28%	CAASPP Math at least 30%
Socioecon. Disadv./Low Income Students	At least 33% of students meeting/exceeding state standards	CAASPP Math at least 38%	CAASPP Math at least 43%	CAASPP Math at least 48%	CAASPP Math at least 53%	CAASPP Math at least 58%

	as measured by CAASPP Math					
Foster Youth	*	*	*	*	*	*
Students with Disabilities	At least 26% of students meeting/exc eeding state standards as measured by CAASPP	At least 27% of students meeting/exc eeding state standards as measured by CAASPP	At least 28% of students meeting/exc eeding state standards as measured by CAASPP	At least 29% of students meeting/e xceeding state standards as measured by CAASPP	At least 30% of students meeting/exc eeding state standards as measured by CAASPP	At least 35% of students meeting/exc eeding state standards as measured by CAASPP
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	At least 33% of students meeting/exc eeding state standards as measured by CAASPP Math	CAASPP Math at least 38%	CAASPP Math at least 43%	CAASPP Math at least 48%	CAASPP Math at least 53%	CAASPP Math at least 58%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3	
Parent Involvement: Provide meaningful involvement opportunities for all parents that support student success in becoming college and career ready	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>
Specific Annual Actions to Achieve Goal	

Develop and/or support parent programs aligned to school goals and outcomes: Summer BBQ; Open House, 5 Parent Conference Nights, Monthly Parent Town Halls, Monthly Café with the Counselors, Monthly Parent College Workshops, School Site Council, ELAC, Parent Conferences as needed.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Parent Satisfaction - Annual Parent Satisfaction Survey *results*

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	65% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	70% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4
English Learners	65% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	70% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4
Socioecon. Disadv./Low Income Students	65% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	70% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4
Foster Youth	*	*	*	*	*	*
Students with Disabilities	65% of parents who complete Alliance	70% of parents who complete Alliance	75% of parents who complete Alliance	75% of parents who complete Alliance	80% of parents who complete Alliance	80% of parents who complete Alliance

	<i>Parent Satisfaction Survey with ratings of 3 or 4</i>	<i>Parent Satisfaction Survey with ratings of 3 or 4</i>	<i>Parent Satisfaction Survey with ratings of 3 or 4</i>	<i>Parent Satisfaction Survey with ratings of 3 or 4</i>	<i>Parent Satisfaction Survey with ratings of 3 or 4</i>	<i>Parent Satisfaction Survey with ratings of 3 or 4</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	65% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	70% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	75% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4	80% of parents who complete Alliance Parent Satisfaction Survey with ratings of 3 or 4
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:

Metric/Method for Measuring: Parent Engagement with school events

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	13% of parents attending 2 or more parent engagement events (academic conferences, townhalls, workshops, etc.)	15% of parents attending 2 or more parent engagement events (academic conferences, townhalls, workshops, etc.)	17% of parents attending 2 or more parent engagement events (academic conferences, townhalls, workshops, etc.)	19% of parents attending 2 or more parent engagement events (academic conferences, townhalls, workshops, etc.)	21% of parents attending 2 or more parent engagement events (academic conferences, townhalls, workshops, etc.)	25% of parents attending 2 or more parent engagement events (academic conferences, townhalls, workshops, etc.)
English Learners	N/A	15% of parents attending 2 or more parent engagement events	17% of parents attending 2 or more parent engagement events	19% of parents attending 2 or more parent engagement events	21% of parents attending 2 or more parent engagement events	25% of parents attending 2 or more parent engagement events

		(academic conference s, townhalls, workshops, etc.)	(academic conference s, townhalls, workshops, etc.)	(academic conference s, townhalls, workshops, etc.)	(academic conference s, townhalls, workshops, etc.)	(academic conference s, townhalls, workshops, etc.)
Socioecon. Disadv./Low Income Students	13% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	15% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	17% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	19% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	21% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	25% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)
Foster Youth	*	*	*	*	*	*
Students with Disabilities	N/A	15% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	17% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	19% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	21% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)	25% of parents attending 2 or more parent engage- ment events (academic conference s, townhalls, workshops, etc.)
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	13% of parents attending 2 or more parent engage- ment events (academic conference	15% of parents attending 2 or more parent engage- ment events (academic conference	17% of parents attending 2 or more parent engage- ment events (academic conference	19% of parents attending 2 or more parent engage- ment events (academic conference	21% of parents attending 2 or more parent engage- ment events (academic conference	25% of parents attending 2 or more parent engage- ment events (academic conference

	S, townhalls, workshops, etc.)	S, townhalls, workshops, etc.)	S, townhalls, workshops, etc.)	S, townhalls, workshops, etc.)	S, townhalls, workshops, etc.)	S, townhalls, workshops, etc.)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4

Student Achievement: All students will gain the knowledge and skills to be college and career ready through a variety of academic opportunities and programs to support their learning.

Related State Priorities:

- ☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Purchase additional/replacement technology to support student learning. (i.e. hardware; software; site licenses)
- Develop and/or support systems student's credit recovery throughout the school year and during summer break, as needed.
- Target the development and/or support of systems to strengthen English/Math academic achievement and increase the number of students who "meet" or "exceed" standards as measured by the SBAC. (i.e. English/Math Support courses grade 9-11, intervention/tutoring for students not meeting grade-level standards; supplemental English Language Arts/Math curriculum; intervention/tutoring for CAASPP/SBAC)
- Continue to develop and/or support professional development and/or curriculum/instruction planning for most stakeholders on campus
- Develop and/or support systems/services for Students with Disabilities and the Special Education Program. Including the addition of a Special Education Coordinator
- Develop and/or support systems/programs for English Language Learners, including Outside EL professional developments for teachers; CAFE conferences; Developing EL passports with easily accessible data for teacher reference; Utilize EL observation tool in monthly teacher observations; Reading Intervention program for EL students; EL Parent meetings
- Develop and/or support systems/programs for low-income students including targeted tutoring intervention.
- Develop a support system for homeless students and youth- Including purchasing school supplies, school attire, and bus passes.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: % of students satisfying A-G requirement by the end of 12th grade

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	At least 90% of students	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%

	satisfying A-G requirements					
English Learners	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%
Socioecon. Disadv./Low Income Students	At least 90% of students satisfying A-G requirements	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%	A-G at least 95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	At least 90% of students satisfying A-G requirements	<i>A-G at least 95%</i>	<i>A-G at least 95%</i>	<i>A-G at least 95%</i>	<i>A-G at least 95%</i>	<i>A-G at least 95%</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2:						
Metric/Method for Measuring: % of English Learners who redesignate as Fluent English Proficient						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	At least 21% of English Learners who redesignate as Fluent English Proficient	<i>EL Proficient at least 25%</i>	<i>EL Proficient at least 30%</i>	<i>EL Proficient at least 35%</i>	<i>EL Proficient at least 40%</i>	<i>EL Proficient at least 45%</i>
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

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

Outcome #3:

Metric/Method for Measuring: % of students showing growth on ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	At least 47% of English Learners who increase English proficiency as measured by ELPAC	ELPAC at least 52%	ELPAC at least 57%	ELPAC at least 62%	ELPAC at least 67%	ELPAC at least 72%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: % of students showing growth on internal network assessment, Illuminate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	At least 70% of students meeting/exceeding	Illuminate English at least 75%	Illuminate English at least 75%	Illuminate English at least 80%	Illuminate English at least 82%	Illuminate English at least 85%

	<i>state standards as measured by Illuminate English</i>					
English Learners	<i>At least 29% of students meeting/exceeding state standards as measured by Illuminate English</i>	<i>Illuminate English at least 30%</i>	<i>Illuminate English at least 32%</i>	<i>Illuminate English at least 34%</i>	<i>Illuminate English at least 36%</i>	<i>Illuminate English at least 38%</i>
Socioecon. Disadv./Low Income Students	<i>At least 70% of students meeting/exceeding state standards as measured by Illuminate English</i>	<i>Illuminate English at least 75%</i>	<i>Illuminate English at least 75%</i>	<i>Illuminate English at least 80%</i>	<i>Illuminate English at least 82%</i>	<i>Illuminate English at least 85%</i>
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>At least 33% of students meeting/exceeding state standards as measured by Illuminate English</i>	<i>Illuminate English at least 34%</i>	<i>Illuminate English at least 36%</i>	<i>Illuminate English at least 38%</i>	<i>Illuminate English at least 40%</i>	<i>Illuminate English at least 42%</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	<i>At least 70% of students meeting/exceeding state standards as measured by Illuminate English</i>	<i>Illuminate English at least 75%</i>	<i>Illuminate English at least 75%</i>	<i>Illuminate English at least 80%</i>	<i>Illuminate English at least 82%</i>	<i>Illuminate English at least 85%</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #5: Metric/Method for Measuring: % of low-income students showing growth on skills internal network assessment, Illuminate						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>At least 30% of students meeting/exceeding state standards as measured by Illuminate Math</i>	<i>Illuminate Math at least 27%</i>	<i>Illuminate Math at least 29%</i>	<i>Illuminate Math at least 40%</i>	<i>Illuminate Math at least 50%</i>	<i>Illuminate Math at least 70%</i>
English Learners	<i>At least 24% of students meeting/exceeding state standards as measured by Illuminate Math</i>	<i>Illuminate Math at least 25%</i>	<i>Illuminate Math at least 26%</i>	<i>Illuminate Math at least 27%</i>	<i>Illuminate Math at least 28%</i>	<i>Illuminate Math at least 30%</i>

Socioecon. Disadv./Low Income Students	<i>At least 30% of students meeting/exceeding state standards as measured by Illuminate Math</i>	<i>Illuminate Math at least 27%</i>	<i>Illuminate Math at least 29%</i>	<i>Illuminate Math at least 40%</i>	<i>Illuminate Math at least 50%</i>	<i>Illuminate Math at least 70%</i>
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>At least 26% of students meeting/exceeding state standards as measured by Illuminate Math</i>	<i>Illuminate Math at least 27%</i>	<i>Illuminate Math at least 28%</i>	<i>Illuminate Math at least 29%</i>	<i>Illuminate Math at least 30%</i>	<i>Illuminate Math at least 35%</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	<i>At least 30% of students meeting/exceeding state standards as measured by Illuminate Math</i>	<i>Illuminate Math at least 27%</i>	<i>Illuminate Math at least 29%</i>	<i>Illuminate Math at least 40%</i>	<i>Illuminate Math at least 50%</i>	<i>Illuminate Math at least 70%</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6:**Metric/Method for Measuring:** AP Passage Rate - % of students who received a 3 or higher on an AP Exam

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	53%	58%	63%	68%	73%	78%
English Learners	53%	58%	63%	68%	73%	78%
Socioecon. Disadv./Low Income Students	53%	58%	63%	68%	73%	78%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	53%	58%	63%	68%	73%	78%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7:**Metric/Method for Measuring:** Early Assessment Program (EAP) College Readiness Rate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	33% ELA 8% Math	38% ELA 8% Math	43% ELA 8% Math	48% ELA 8% Math	53% ELA 8% Math	58% ELA 8% Math
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	33% ELA 8% Math	38% ELA 8% Math	43% ELA 8% Math	48% ELA 8% Math	53% ELA 8% Math	58% ELA 8% Math
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	33% ELA 8% Math	38% ELA 8% Math	43% ELA 8% Math	48% ELA 8% Math	53% ELA 8% Math	58% ELA 8% Math
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #5

Student Engagement: All students will be provided an engaging learning environment that will support rigorous learning opportunities.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- ☐:
☐

Specific Annual Actions to Achieve Goal

- Develop and/or support student attendance and tardy program on campus.
- Develop and/or support systems for the Advisory program (5 hours per week). (i.e. life/study skills; organization; relationship building; social/emotional; college/career readiness; mentoring; character development)
- Develop and/or support counseling systems to ensure all students have greater access to college-readiness/career readiness and/or social-emotional development.
- Develop and/or support a positive school culture for all stakeholders on campus

Expected Annual Measurable Outcomes

Outcome #1

Metric/Method for Measuring: Average daily attendance rate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	At least 95%	At least 95%	At least 96%	At least 97%	At least 97%	At least 97%
English Learners	NA	NA	NA	NA	NA	NA
Socioecon. Disadv./Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	*	*	*	*	*	*
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:**Metric/Method for Measuring:** % of students identified Chronically Absent

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
English Learners	NA	NA	NA	NA	NA	NA
Socioecon. Disadv./Low Income Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3:**Metric/Method for Measuring:** The school's annual dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
English Learners	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Socioecon. Disadv./Low Income Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: Graduation Rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%
English Learners	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%
Socioecon. Disadv./Low Income Students	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%	At least 97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5:

Metric/Method for Measuring: % of Students who complete the annual Alliance Student Satisfaction Survey with average ratings greater than 3

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	45% of students	50% of students	55% of students	60% of students	65% of students	70% of students
English Learners	45% of students	50% of students	55% of students	60% of students	65% of students	70% of students
Socioecon. Disadv./Low Income Students	45% of students	50% of students	55% of students	60% of students	65% of students	70% of students
Foster Youth	*	*	*	*	*	*
Students with Disabilities	45% of students	50% of students	55% of students	60% of students	65% of students	70% of students
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	45% of students	50% of students	55% of students	60% of students	65% of students	70% of students
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	v
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #6

School Climate: All students will be provided a safe and healthy learning environment to achieve social, emotional, and academic opportunities.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Develop and/or support systems that allow for an adequate administration to maintain a safe and orderly learning environment with rigorous instruction. (discipline/discipline alternatives; behavior support/intervention) Develop and/or support systems for the Advisory program (5 hours per week). (i.e. life/study skills; organization; relationship building; social/emotional; college/career readiness; mentoring; character development) Develop and/or support systems that maintain a clean and safe campus. (custodial staff; plant improvement/maintenance) 						
Expected Annual Measurable Outcomes						
Outcome #1:						
Metric/Method for Measuring: Suspension Rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
English Learners	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Socioecon. Disadv./Low Income Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Foster Youth						
Students with Disabilities	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:**Metric/Method for Measuring:** Expulsion Rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
English Learners	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Socioecon. Disadv./Low Income Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Foster Youth						
Students with Disabilities	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3:**Metric/Method for Measuring:** % of Students who complete the annual Alliance Student Satisfaction Survey with average ratings greater than 3

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	45% of Students	50% of Students	55% of Students	60% of Students	65% of Students	70% of Students
English Learners	N/A	50% of Students	55% of Students	60% of Students	65% of Students	70% of Students
Socioecon. Disadv./Low Income Students	45% of Students	50% of Students	55% of Students	60% of Students	65% of Students	70% of Students
Foster Youth	*	*	*	*	*	*

Students with Disabilities	<i>N/A</i>	<i>50% of Students</i>	<i>55% of Students</i>	<i>60% of Students</i>	<i>65% of Students</i>	<i>70% of Students</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	<i>45% of Students</i>	<i>50% of Students</i>	<i>55% of Students</i>	<i>60% of Students</i>	<i>65% of Students</i>	<i>70% of Students</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: % of Parents who complete the annual Alliance Parent Satisfaction Survey with average ratings greater than 3

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
English Learners	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Socioecon. Disadv./Low Income Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Foster Youth	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Students with Disabilities	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
African American Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
American Indian/Alaska Native Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Filipino Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Latino Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian/Pacific Islander Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Students of Two or More Races	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Outcome #5:

Metric/Method for Measuring: : % of Staff who complete the annual Alliance Staff Satisfaction Survey with average ratings greater than 3

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
English Learners	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Socioecon. Disadv./Low Income Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Foster Youth	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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

GOAL #7						
Broad Course of Study: All students will have the opportunity to experience a range of courses that support career and college readiness				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Provide a variety of opportunities to promote the college-ready and career-ready experiences for students. <ul style="list-style-type: none"> ○ college visits ○ guest speakers ○ college entrance exam preparation ○ work experience; internships ○ Advance Placement Courses ○ dual enrollment courses ○ lab hours 						
Expected Annual Measurable Outcomes						
Outcome #1: Metric/Method for Measuring: Course Offerings - Advanced Placement (AP) Courses						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	At least 5 <i>Advanced Placement courses offered</i>	At least 8 <i>Advanced Placement courses offered</i>	At least 8 <i>Advanced Placement courses offered</i>	At least 8 <i>Advanced Placement courses offered</i>	At least 8 <i>Advanced Placement courses offered</i>	At least 8 <i>Advanced Placement courses offered</i>

English Learners	<i>At least 5 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>
Socioecon. Disadv./Low Income Students	<i>At least 5 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>At least 5 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	<i>At least 5 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>	<i>At least 8 Advanced Placement courses offered</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2:						
Metric/Method for Measuring: Course Offerings - Electives						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered
English Learners	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered

Socioecon. Disadv./Low Income Students	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered
Foster Youth	*	*	*	*	*	*
Students with Disabilities	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered	At least 8 Elective classes offered
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3:

Metric/Method for Measuring: Course Offerings - Dual Enrollment

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester
English Learners	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester	At least 1 dual enrollmen t class offered each semester
Socioecon. Disadv./Low Income Students	At least 1 dual enrollmen t class	At least 1 dual enrollmen t class	At least 1 dual enrollmen t class	At least 1 dual enrollmen t class	At least 1 dual enrollmen t class	At least 1 dual enrollmen t class

	offered each semester	offered each semester	offered each semester	offered each semester	offered each semester	offered each semester
Foster Youth	*	*	*	*	*	*
Students with Disabilities	At least 1 dual enrollment class offered each semester	At least 1 dual enrollment class offered each semester	At least 1 dual enrollment class offered each semester	At least 1 dual enrollment class offered each semester	At least 1 dual enrollment class offered each semester	At least 1 dual enrollment class offered each semester
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	<i>At least 1 dual enrollment class offered each semester</i>	<i>At least 1 dual enrollment class offered each semester</i>	<i>At least 1 dual enrollment class offered each semester</i>	<i>At least 1 dual enrollment class offered each semester</i>	<i>At least 1 dual enrollment class offered each semester</i>	<i>At least 1 dual enrollment class offered each semester</i>
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF Narrative

The overarching goal for LCFF is improved educational outcomes for students – especially those with the greatest needs – based on the engagement and input of the entire school community. By investing in academic, social-emotional, and operational supports for students and parents, we better meet the needs of the whole child. This multi-pronged approach helps build students’ self-esteem and confidence in their academic performance, which motivates students to stay on track for high school and post-secondary options.

Additional findings on how the goals of the LCAP will enable students to become and remain self-motivated, competent, and life-long learners are listed below:

LCAP Goal	Supporting self-motivated, competent, and life-long learners
<p>Goal 1: Basic Services (State Priority 1): Ensure all students are provided a learning environment supported by highly effective and fully credentialed teachers, and have full access to standards-aligned instructional materials in a well-maintained facility.</p>	<p>It is vital that we continue to ensure that all teachers are ESSA-compliant and appropriately assigned in all classes at all times so that the diverse needs of our students are addressed. As a support for learning, our instructional and recreational spaces continue to need to be safe and well-maintained as this level of care promotes a positive school experience and a healthy school culture.</p>
<p>Goal 2: Implementation of State and Performance Standards: All students will have equitable access to rigorous, standards -aligned curricula and technology; assuring readiness for a full range of college and career options.</p>	<p>It is vital to continue to support students' academic growth by providing instructional materials and assessments aligned to Common Core, NGSS, and ELD standards. By providing the materials our students need to learn and develop, we facilitate their journey toward college and career readiness.</p>
<p>Goal 3: Parent Involvement: Provide meaningful involvement opportunities for all parents that support student success in becoming college and career ready</p>	<p>"Parents as partners" is one of our five core values in our LAUSD-approved charter petition. As a community charter school with the goal of college and career readiness, we seek to continuously improve on the level of parent engagement at our school. We also firmly believe in order to reach our goal, parents must be involved through meaningful opportunities to learn about the instructional program and provide input. We want to continue to engage our families while finding new ways to ensure that all parents are welcomed and supported at schools.</p>
<p>Goal 4: Student Achievement: All students will gain the knowledge and skills to be college and career ready through a variety of academic opportunities and programs to support their learning</p>	<p>As a community charter school with the goal of college and career readiness for each and every one of our students, we strive to provide our students with numerous opportunities to grow and development academically. The foundation of this goal is our belief that students learn best when we provide challenging content that builds strong learning habits and life skills and thrive with thoughtful scaffolding and individualized supports to meet our high bar for academic rigor.</p>
<p>Goal 5: Student Engagement: All students will be provided an engaging learning environment that will support rigorous learning opportunities.</p>	<p>School attendance is essential to success. As a result, we strive to engage with our students meaningfully and provide an environment and supports to allow our students to thrive at school. We believe that student engagement is a first step in ensuing college and career readiness, which is our goal for each and every student.</p>

LCAP Goal	Supporting self-motivated, competent, and life-long learners
Goal 6: School Climate: All students will be provided a safe and healthy learning environment to achieve social, emotional, and academic opportunities	In order to learn effectively, all students need a safe and supportive school environment. As a result, we strive to provide students with a school climate that facilitates their social, emotional, and academic success. We strongly believe that our students are enthusiastic learners who work hard every day to master challenging content, so we need to set them up to achieve their goals.
Goal 7: Broad Course of Study: All students will have the opportunity to experience a range of courses that support career and college readiness	We strive to provide our students with a broad range of courses to ensure college and career readiness, including A-G approved classes, electives, and Advanced Placement classes. By providing a wide variety of classes, we ensure that students have varied routes to learn and achieve academic success.

Instructional Design

Curriculum and Instruction

The educational model for curriculum and instruction at Collins is guided by our key program elements, our beliefs about how learning best occurs and by ⁴ best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Collins's curriculum are student centered and are in accordance with accountability for meeting or exceeding grade level Common Core, Next Generation Science Standards, ELD and other state college readiness standards.

Each school year students are enrolled in a variety of core and non-core classes that support their academic growth and success. Each class is purposely designed to provide appropriate academic intervention or foundation, or an opportunity to explore interests and skills. Core and non-core classes are developed to support student success beyond Collins. As a result, per grade level all students are enrolled in core classes, such as English, math, science and history per California Education code. Students also enroll in non-core classes such as math and English support classes that provide appropriate intervention for students who are falling behind in math or English, as well as World Languages, Art and other social studies electives.

Specifically, Collins employs a standards-aligned curriculum that prepares students to excel academically, with increased focus on Math and English scores. Research from ACT's seminal study⁵ on college readiness found that students' ability to comprehend complex text is the factor that differentiates college-ready readers from their non-ready peers. The study also highlighted the importance of reading across the curriculum, given that of the students not meeting the ACT

⁴G. Sue Shannon, *Nine Characteristics of High Performing High Schools*, 2001

⁵ ACT (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA

Reading Benchmark, only 5% met the ACT Science benchmark. In addition, research consistently shows that building student knowledge via informational text is crucial to developing students' literacy ability. Finally, in order to access grade-level, complex texts, students must have repeated exposure and practice with complex text through close reading across content areas that requires reading, speaking, and writing grounded in evidence^{6,7,8}.

Given this strong body of research, Collins educational program positions literacy skills as the gateway skills that position students for success across all content areas. In every course, students are required to analyze complex text, cite textual evidence through discussion and writing and justify their thinking. In Science and Social Studies, students engage in informational texts, such as primary source documents (e.g. US Constitution) or domain-specific texts (e.g. scientific journal article), which demand careful reading and analysis to make meaning. In mathematics, students engage in daily tasks that require solving real-world problems and justifying (orally and through writing) their mathematical thinking. Finally, across all subjects, all students are pushed to carry the cognitive and intellectual thinking required by the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), as well as the English Language Development (ELD) Standards/Framework⁹.

Collins attests that each pupil in the school will have sufficient instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with staff, identifies areas of need and orders materials for the following year. Recent studies published by the Center for American Progress, Brown Center on Educational Policy at Brookings Institute, and RAND Corporation^{10,11} consistently find that the quality of instructional materials teachers use in the classroom has a measurable impact on student performance. Curriculum materials are selected based on their alignment to the CCSS/NGSS/ELD standards and instructional shifts and materials must prepare students to graduate ready for college.

In alignment to the Collins's educational program, curriculum materials across content areas provide students with daily assignments that require careful reading of complex text as well as writing and discussion grounded in evidence. In accordance to the CCSS instructional shifts in English Language Arts, a variety of genres and text types are used, with the majority of texts being informational texts. Additionally, across content areas teachers use a number of instructional strategies like multiple reads, text-dependent questions and annotation to ensure all students have access to the material. In mathematics, curriculum materials deeply focus on student mastery of Claim 1 Smarter Balanced standards and engage students in problem-solving through the Mathematical Practices. Finally, in every course, teachers carefully align

⁶ Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363

⁷ Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, (2002) Academic literacy: A statement of competencies expected of students entering California's public colleges and universities. Sacramento, CA

⁸ Cervetti, G., Jaynes, C., & Hiebert, E. (2009). Increasing opportunities to acquire knowledge through reading. In *Reading more, reading better* (pp. 79-100). The Guilford Press.

⁹ California ELD Framework <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>

¹⁰ <https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf>

¹¹ https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

daily objectives, activities and formative assessments to the standards and monitor progress against the standards through our standards-based grading system. While a full list of curriculum materials is found on the next page, the key features and components of our English Language Arts and Mathematics curriculum is summarized below:

Collins relies on both core instructional materials (digital or hard copy) and supplemental instructional materials (digital or hard copy). Below are lists of all current curriculum materials and resources utilized by the school for each grade level and subject. Programs that have specific tools to support English learners are also indicated.

Digital Content/Resources									
Publisher	Subject(s)					Grade Level			
	Math	English	Science	Social Studies	English Language Development	9	10	11	12
Achieve 3000		X				X	X	X	X
Apex		X	X	X		X	X	X	X

A target ratio of one computer and/or iPad for every student ensures students adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC online state assessments and communication. Classroom teachers are also provided iPads or laptops and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools.

Textbooks			
Subject	Grade(s)	Title	Publisher
Math	9, 10, 11,	<i>College Preparatory Mathematics (CPM) I</i> <i>CPM II</i> <i>CPM III</i> <i>CPM Stats for grade 12</i>	College Preparatory Mathematics Educational Program
English	9,10,11,12	<i>HMH Collections</i> 9,10,11,12	Houghton Mifflin Hartcourt
Chemistry	11	<i>Chemistry</i>	Holt Rinehart Winston
AP World History	10	Ways of the World: A Global History with Sources (2 nd Edition)	Bedford / St. Martin's
AP Calculus	12	<i>Multiple-Choice & Free-Response Questions in Preparation for the</i>	D&S Marketing Systems, Inc.

Textbooks			
Subject	Grade(s)	Title	Publisher
		<i>AP Calculus (AB) Examination (10th Edition)</i>	
Spanish 1 & 2	9,10,11,12	<i>Spanish First Year Workbook Spanish Two Years Workbook</i>	Amsco School Publications, Inc.
Art	12	<i>Art Across Time (3rd Edition)</i>	McGraw Hill
Sociology	9,10,11,12	<i>Sociology (14th Edition)</i>	Person
US History	11	<i>America Pathways to the Present: Modern American History</i>	Pearson Prentice Hall
World History	9, 10	<i>Modern World History Patterns of Interaction</i>	McDougal Littell
AP Environmental Science	11	<i>Environmental Science for AP</i>	W.H. Freeman and Company / BTW
ELD	Level 1, Level 2, Level 3	<i>English 3D</i>	Houghton Mifflin Hartcourt
AP English Language	11	<i>The Language of Composition</i>	Bedford/ St. Martin's
AP English Literature	12	<i>The Language of Composition: Literature</i>	Bedford/ St. Martin's
AP US History	11	<i>Give Me Liberty! An American History (3rd Edition)</i>	Norton & Company, Inc.
AP Government	12	<i>Government in America: People, Politics, and Policy (AP Edition)</i>	Pearson Prentice Hall
Government	12	<i>Magruder's American Government</i>	Pearson Prentice Hall
Economics	12	<i>Economics Principles in Action</i>	Pearson Prentice Hall
Physics	9	<i>Physics</i>	Discovery Education
The Living Earth	10	<i>California The Living Earth</i>	Discovery Education

Textbooks			
Subject	Grade(s)	Title	Publisher
Anatomy & Physiology	11	<i>Applied Anatomy & Physiology (2nd Edition Revised): A Case Study Approach</i>	EMC Publishing, LLC
SAT	11	<i>The Real ACT Prep Guide</i>	Peterson's

As noted previously, the needs of the school are evaluated each year and core and supplemental curriculum materials and digital resources are adjusted accordingly.

Current Comprehensive Course List

The table below shows all current course offerings for all grades served by Collins. Those with an asterisk indicate courses which meet A-G and graduation requirements.

Comprehensive Course List								
Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English/ Language Arts (4 years required – 40 credits)	*CC English 9A	*CC English 9B	*CC English 10A *CC English 10A Honors	*CC English 10B *CC English 10B Honors	*CC English 11A *AP English Language A	*CC English 11B *AP English Language B	*CC English 12A *AP English Literature A	*CC English 12B *AP English Literature B
English Language Development	*English Language Development A (1-4)	*English Language Development B(1-4)	*English Language Development A (1-4)	*English Language Development B(1-4)	*English Language Development A (1-4)	*English Language Development B(1-4)	*English Language Development A (1-4)	*English Language Development B(1-4)
Special Education Resource Lab	*Resource Lab A	*Resource Lab B	*Resource Lab A	*Resource Lab B	*Resource Lab A	*Resource Lab B	*Resource Lab A	*Resource Lab B
Mathematics (3 years required – 30 credits)	*CC Integrated Math 1A	*CC Integrated Math 1B	*CC Integrated Math 2A	*CC Integrated Math 2B	*CC Integrated Math 3A *CC Integrated Math Honors 3A	*CC Integrated Math 3B *CC Integrated Math Honors 3B	*AP Calculus A *Statistics A	*AP Calculus B *Statistics B
History/Social Science (3 years required – 30 credits)			*World History A *AP World History A	*World History B *AP World History B	*US History A *AP US History B	*US History B *AP US History B	*AP Government and Politics *US Government	*Economics
Laboratory Science (2 years required - 20 credits; 3 years recommended) <i>*1 year of physical and 1 year of biological. Interdisciplinary science course may be substituted.</i>	* Physics of the Universe A	* Physics of the Universe B	* The Living Earth A	* The Living Earth B	* Chemistry in Earth Systems A *AP Environmental Science A	* Chemistry in Earth Systems B *AP Environmental Science B	*STEM Applied Science and Engineering A *Anatomy and Physiology A	*STEM Applied Science and Engineering B *Anatomy and Physiology A
Visual & Performing Arts (1 year required – 10 credits) May not be offered online			* Play Production A	* Play Production B			*Art 1A *AP Studio Art A *Commercial Art A	*Art 1B *AP Studio Art B *Commercial Art B

Comprehensive Course List								
Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
Health/Physical Education - PE offered/not required								
Language Other Than English (2 years required – 20 credits)	*Spanish 1A	*Spanish 1B	*Spanish 2A	*Spanish 2B	*AP Spanish Language A	*AP Spanish Language B	*AP Spanish Literature A	*AP Spanish Literature B
Electives & Other Courses/ Areas of Study Required for Graduation/A-G Requirements (1-year Academic Electives required – 10 credits: two semesters @ 5 credits each) Can include an extra year of science, foreign language, mathematics, social science, visual/performing arts	*Sociology 1A *CC Integrated Math Support 1A *CC English Support 9A *Introduction to Kinesiology A	*Sociology 1B *CC Integrated Math Support 1B *CC English Support 9B *Introduction to Kinesiology B	*CC English Support 10A	*CC English Support 10B	*CC College Ready English	*CC College Prep Seminar	*Exploring Computer Science A	*Exploring Computer Science B

* Denotes courses that meet A-G and graduation requirements

Upon enrollment, all students are given a series of diagnostic survey assessments. These indicate student needs in mathematics, language arts, and the student's English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students' need for intervention supports. All students have access to the grade level core curriculum, and alternative curriculum when designated in a student's Individualized Education Plan (IEP). Students-at-risk participate in extended learning through after school tutoring or Saturday to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress are served as detailed under *Elementary and Secondary Schools Act (ESSA)* and/or the *Meeting the Needs of All Students* section below, depending on individual student needs.

Innovative Curricular Components of the Educational Program

In addition to the description provided in the section "Integrated and Instructional Technology", we are proud of the innovative components we have developed to align to our theme of college readiness:

In 2016-17, we partnered with Focused Schools and established a School-wide Instructional Focus: a school-wide effort to have all Collins students show measurable growth in their ability to justify when speaking and writing as measured by student growth and achievement on interim assessments, the CAASPP, and the SAT. Focused Schools provides several trainings each year for our Instructional Leadership Team (ILT) to attend. The ILT consists of the principal, assistant principal assigned to ELA, and five department chairs (aka Instructional Leads). It also includes on-site, personalized coaching for the principal.

The exciting aspect about our partnership with Focused Schools, was that we empowered our Instructional Leads (Department Chairs) to plan and facilitate a series of weekly professional

development (PD) meetings. This was a pivotal moment initially because most of our PDs were not teacher-led prior to this time. The result was a wonderful sharing of expertise and collaboration to not only have the faculty establish our school-wide instructional focus, but to also develop a set of evidence-based practices for improving literacy across contents.

The first of those practices was the development of CER Department Rubrics to assess our scholars' writing performance of Claim-Evidence-Reasoning, which align to the short write assessments on the SBAC. Today, the rubrics are used most often in ELA and History. They are used occasionally in Science, Math, and Spanish.

The second evidence-based practice has been our Focus Questions. These define the prompt or culminating task to measure our scholars' progress on achieving the lesson objective. When drafting a Focus Question, our teachers examine its alignment to grade-level standard(s) and lesson objective and also strive to promote the use of justification or DOK level 3 responses from our scholars. Focus Questions are visible across contents on either classroom whiteboard configurations or digital agendas.

This year, the "3-Reads Strategy" has become are most popular evidence-based practice to support our scholars reading skills primarily in ELA, History, and Spanish courses. In consideration of all three practices, our hope is to also see a daily impact on the number of scholars doing the "heavy lifting" for cognitive learning in classes (e.g. reading, writing, discussing, analyzing, computing, or problem-solving) while also staying grounded in grade-level content standards. As such, the ILT's role at PDs has shifted over the years from numerous whole group PDs to more frequent department meetings.

Instructional Methods and Strategies

Students learn best when there are rigorous standards based curriculum where students lead the cognitive thinking of challenging content that builds strong learning habits and life skills; when students enthusiastically read, write, analyze, discuss, research, experiment and solve challenging problems; when students participate in robust scholar to scholar academic discussions that deepen their understanding of challenging content; when students employ a variety of tools and strategies, including technology, to accelerate their learning, build skills and obtain feedback on their performance.

Instructional methods and strategies include, but are not limited to, students engage in close reading of complex texts across a variety of genres, apply mathematical concepts to real world problems, and conduct laboratory experiments that deepen their understanding of a scientific phenomenon. All academic experiences build the skills and knowledge students need to be successful in college and beyond.

Implementation of Common Core State Standards

Collins has fully implemented Common Core State Standards, using CCSS-aligned curriculum. Next Generation Science Standards are being implemented in science and the Social Studies/History, Science & Technical Studies Common Core literacy standards are integrated into science and history/social science courses. In addition, the ELD standards are integrated throughout all content area instruction. The instructional methodologies, curriculum, and instructional materials have been chosen as they align with the CCSS and are designed to ensure student mastery of the standards.

Collins is focused on deepening teachers' understanding of the expectations of CCSS and NGSS through ongoing professional support in instructional planning, interim data analysis and

feedback on instructional practice. New teachers to the school also receive professional development on the CCSS and NGSS standards and instructional shifts as part of their onboarding.

Integrated and Instructional Technology

To be successful, productive citizens in a 21st century economy, students must attain technology literacy and fluency.

We define technology literacy as the ability to responsibly, creatively and effectively use appropriate technology to communicate; access, collect, manage, integrate and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. Technology Fluency is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests and learning style.

To reach these goals, students have access to one tablet and/or laptop (all SBAC-ready) to ensure adequate access to technology for effective use in student learning. Students use technology regularly to access research online, develop standards-based multimedia projects and presentations, and access instructional materials and assignments. Students also access instructional technology to receive personalized support that best meets their individual learning needs.¹² Alliance interim assessments are also designed to help prepare students to take SBAC online assessments.

All classroom teachers are provided a computing device and use Alliance-wide data systems for managing grades, student performance data, and internal school and network communication with other schools.

Alliance Collins Family College-Ready High School Graduation Requirements

Collins's high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) "A-G" minimum undergraduate admission requirements (see table below). Our high school program and course schedule is designed to enable all students to meet graduation requirements, "A-G" minimum undergraduate admission requirements, and the CDE's College/Career Indicator within four years.

UC and CSU A-G Requirements	
Subject	Requirements
(a) History-Social Science	1 year of U.S. History 1 year of World History
(b) English Language Arts	4 years of college preparatory English
(c) Mathematics	3 years of college preparatory Mathematics (Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, Calculus or Statistics).
(d) Laboratory Science	2 years of Laboratory Science in two of the three of the following: biology, physics or chemistry

¹² US Department of Education, *Evaluation of Evidence-Based Practices in Online Learning*, 2010

UC and CSU A-G Requirements	
Subject	Requirements
(e) Language other than English	2 years of the same language other than English
(f) Visual and Performing Arts	1 year chosen from dance, music, theater or the visual arts
(g) College Preparatory Elective	1 year of additional academic electives (e.g., third year of science or foreign language, fourth year of math, social science, advanced visual or performing arts)

Alliance Collins Family College-Ready High School Graduation Requirements:

- Total Unit/Credit requirements for graduation: 230.
 - In total, a student will take 160 A-G approved credits.
 - Course requirements for graduation: Pass ALL required courses with a grade of C or higher (basic proficiency).
- Passage of the UC and CSU A-G requirements as noted above.
- In addition to the required A-G history/social science course sequence, all students must complete 1 semester course in American Government & Civics, and 1 semester course in Economics. Alliance high schools have determined that these courses must also be A-G approved.
- Starting with the class of 2012, UC's undergraduate admissions requirements mandate students complete 11 out of 15 A-G courses by the end of the 11th grade.

Our mission is that all high school students will pass all A-G and elective courses with a grade of C or better to graduate in 4 years with a minimum of 230 credits. To best serve students who are not on track to meet these goals, the following supports are provided:

- Online Credit Recovery which is offered after school and in summer session.
- Tutoring After School or Saturdays

These supports are provided for all students in need including all subgroups and students transferring in to the school. Students that transfer into the school after the start of freshman year work closely with their counselor to ensure that any needed classes are made up either in their regular schedule, after school, or in summer session. Individual graduation checks are done with each student at least once a semester.

Students who are still unsuccessful in meeting the Alliance 230 credit "A-G" high school graduation requirement by the end of the summer following their 4th year, are welcomed to attend a 5th year.

In addition to our instructional program fully meeting the A-G high school graduation requirements, the program provides students with the instructional opportunities necessary to meet the California Department of Education's College and Career indicator at the prepared level. English and Mathematics courses in 9th, 10th and 11th grades are tightly aligned to the Common Core State Standards and our interim assessment system is built in alignment to the Smarter Balanced assessment blueprint and item specifications. Our interims provide data throughout the year on students' mastery of the Common Core State Standards so we can carefully monitor and adjust instruction to ensure students meet the expectations of Smarter Balanced in 11th grade.

Finally, Collins strives to prepare students to take and pass Advanced Placement courses during their high school careers in preparation for college. These courses are available to any

students interested in taking a course, regardless of prior enrollment in honors or other AP courses. All AP teachers have been certified to teach the course and develop the curricula that meets the needs of their students. In addition, during spring semester, AP teachers organize AP boot camps for students either after-school or during weekend hours. The boot camps allow for longer periods of time for students to take full practice exams as well as focus in on their specific areas of need in preparation for the tests.

Western Association of Schools and Colleges (WASC) Accreditation

Collins is fully accredited by the Western Association of Schools and Colleges through June 30, 2022.

The school will work to complete periodic evaluation and improvement of our program and school-wide action plan, in alignment with our LCAP, through the WASC-required self-study, mid-cycle progress reports, as well as WASC on-site visits to ensure accreditation is maintained for subsequent graduating classes with support from the Alliance Home Office.

The school oversees the accreditation process including the development of their self-study and interim progress reports with support from the Alliance Home Office.

Transferability of Courses

All A-G courses are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish. Collins college counselors also work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements. This is done at least once a semester with students and at least once a semester with students and parents combined if a student is not currently on track to graduate.

Academic Calendar

The calendar below is a draft of the 2020-21 academic calendar. The calendar provided here will be revised based on input from various stakeholder groups and subject to Board approval.



School Calendar 2020-21

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86 Days of Instruction - Fall Semester

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87 Days of Instruction - Spring Semester

Legend

Summer School/Bridge
New Teacher Orientation
One Alliance Day
Network PD (optional)
Summer Site-Based PD
Designated Teacher Planning Days
Data Days
Instruction Days
Holidays/Scheduled Breaks

86 Days of Instruction - Fall Semester

97 Days of Instruction - Spring Semester

Bell Schedules

The following bell schedules are in place for the 2019-20 school year.

Regular Day

Mondays/Thursdays (Odd Periods) Tuesdays/Fridays (Even Periods)	Start and End Times	Instructional Minutes
Advisory	7:45 AM-8:15 AM	30 minutes
Period 1/2	8:18 AM-10:18 AM	120 minutes
Nutrition	10:18 AM-10:38 AM	20 minutes
Period 3/4	10:41 AM-12:41 PM	120 minutes
Lunch	12:41 PM-1:16 PM	35 minutes
Period 5/6	1:19 PM-3:19 PM	120 minutes
Advisory	3:22 PM-3:30 PM	30 minutes

Early Dismissal/Professional Development Day

Wednesdays	Start and End Times	Instructional Minutes
Advisory	7:45 AM-7:55 AM	10 minutes
Period 1	7:58 AM-8:43 AM	45 minutes
Period 2	8:46 AM-9:31 AM	45 minutes
Period 3	9:34 AM-10:19 AM	45 minutes
Lunch	10:19 AM-10:54 AM	35 minutes
Period 4	10:57 AM-11:42 AM	45 minutes
Period 5	11:45 AM-12:30 PM	45 minutes
Period 6	12:33 PM-1:18 PM	45 minutes
Advisory	1:21 PM-1:30PM	9 minutes

Sample Daily Student Course Schedules

6 periods per week: Monday/Thursday (odd periods); Tuesday/Friday (even periods); Wednesday/early dismissal/minimum day (all periods)

9th Grade

Advisory	
Period 1 / 2	Period 1 The Living Earth/ Period 2 ELD or English Support
Period 3 / 4	Period 3 CC English 9/ Period 4 Spanish 1
Period 5 / 6	Period 5 CC Math Integrated Support/ Period 6 CC Integrated Math

10th Grade

Advisory	
Period 1 / 2	Period 1 CC Math Integrated 2/ Period 2 Spanish 2
Period 3 / 4	Period 3 World History/ Period 4 Chemistry in the Earth Systems
Period 5 / 6	Period 5 CC English 10/ Period 6 Play Production or ELD

11th Grade

Advisory	
Period 1 / 2	Period 1 College Ready English and Prep or ELD/ Period 2 CC English 11
Period 3 / 4	Period 3 Physics of the Universe/ Period 4 CC Integrated Math 3
Period 5 / 6	Period 5 United States History/ Period 6 Spanish

12th Grade

Advisory	
Period 1 / 2	Period 1 Pre-Calculus/ Period 2 Art
Period 3 / 4	Period 3 STEM Applied Science and Engineering/ Period 4 AP English Literature and Composition
Period 5 / 6	Period 5 Economics/ Period 6 Spanish or ELD

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	146	420	37	289					183	64800	72013	7213
10	Yes	146	420	37	289					183	64800	72013	7213
11	Yes	146	420	37	289					183	64800	72013	7213
12	Yes	146	420	37	289					183	64800	72013	7213

Professional Development

Teacher Recruitment

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Collins, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the Every Student Succeeds Act (ESSA) criteria, and are committed to the school's key program elements and beliefs. Recruitment of qualified candidates begins in December and is conducted via exposure at recruitment events at targeted colleges and universities with strong programs in the areas of focus; partnerships with university and non-university teacher pipeline programs; use of relevant online tools such as EdJoin and social media; and referrals from current staff within the school/Alliance. Applicants are carefully assessed through a rigorous selection process conducted by both the Alliance Recruitment, Selection, and Pipelines Team and school administrators. Once selected, teachers participate in professional development before the opening of school and throughout the school year.

Ongoing Professional Development

During school level professional development, teachers are supported by their principal and the school's instructional leadership team to develop their practice. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data.

In addition, Alliance-wide PD events and supplementary trainings provide targeted supports in a variety of ways. Below is a sample of current professional development opportunities available to teachers. These opportunities are subject to change as, in order to be most effective, professional development must be adaptable to address the needs of teachers and students.

Alliance-wide Summer Conference – Held prior to the start of the school year, this annual conference is made up of general, site based and content-alike sessions that are organized

by Alliance and school instructional leaders and include all teachers. Teachers select sessions that best align to their content area and professional interests. Topics may include:

- Data-driven instruction
- Workshops focused on the Alliance Commitments for Exceptional Teaching (Spark, Challenge, Scholar to Scholar, Personalize)
- Sharing research, resources and best practices
- Effective strategies to meet individual student needs

Alliance-wide Data & Planning Days – Held immediately following each interim assessment, these days offer an opportunity teachers and leaders to deeply analyze interim data and plan for future instruction. Data days are held network-wide and/or at school-sites with network support. During Data Days, teachers and leaders:

- Understand the expectations of the interim assessment (e.g. standards, texts, problems)
- Analyze student performance and student work
- Create an action plan to address student performance data
- Adjust future unit and lesson plans to better meet the needs of students

Ongoing School Site PD Sessions – Regular, targeted and relevant professional development is led by the school principal and site-based instructional leadership team on the designated Professional Development Early Dismissal Day. The draft professional development calendar for the 2019-20 school year follows and serves as a sample of topics to be covered:

Professional Development Calendar 2020-21

FALL SEMESTER	
Month	Topic
August	<ul style="list-style-type: none"> • School Year Kick off & Culture Building • Department Planning (DDI & IPP) • Grade Level Meeting • Department Planning & Scholar Support (SWD, ELS, MH, Discipline, etc.)
September	<ul style="list-style-type: none"> • Department Planning (Teach back #1) • Culture Building • Grade Level Meeting • Department Planning & Scholar Support (SWD, ELS, MH, Discipline, etc.)
October	<ul style="list-style-type: none"> • Department Planning (Data Day #1) & PSAT Training • Culture Building • Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.) • Department Planning

FALL SEMESTER	
Month	Topic
November	<ul style="list-style-type: none"> • Department Planning (Teach back #2) • Culture Building & Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.)
December	<ul style="list-style-type: none"> • Department Planning (Semester 1 Step back) & Grade Level Meeting • Culture Building & Holiday Lunch

SPRING SEMESTER	
Month	Topic
January	<ul style="list-style-type: none"> • Department Planning (Data Day #2) • Culture Building • Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.)
February	<ul style="list-style-type: none"> • Department Planning (Teach back #2) • Culture Building • Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.)
March	<ul style="list-style-type: none"> • Department Planning (Data Day #3) • Culture Building • Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.)
April	<ul style="list-style-type: none"> • Department Planning (Teach back #4) • Culture Building • Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.)

SPRING SEMESTER	
Month	Topic
May	<ul style="list-style-type: none"> • Department Planning & CAASPP Training • Culture Building • Grade Level Meeting • Department Planning (DDI & IPP) & Scholar Support (SWD, ELS, MH, Discipline, etc.)
June	<ul style="list-style-type: none"> • Department Planning (Semester 2 Stepback) & Summer School Prep • Culture Building & End of the Year Celebration

Supplementary Alliance-wide PD – Held throughout the year, the Alliance Academic Team and schools provide targeted professional development to teachers that support their ongoing development. PD sessions target specific content-areas or subset of teachers such as:

- Special Education Coordinators and teachers
- ELD teachers
- New teachers
- Teacher leaders

New Teacher Professional Development – Alliance College Ready Public Schools builds on its investment in leader and teacher development through its New Teacher Support (NTS) program. New Teacher Support provides initial and continuous professional development support for approximately 40% of all early career Alliance teachers (0-2 years of teaching experience). Network level supports provided by NTS focus on supplying early career teachers with resources and tools to strengthen their classroom management and instructional planning skills. Supports include:

- Designing and implementing a week-long New Teacher Orientation (NTO),
- Providing a year-long professional learning series (6 full days) for new teachers that build off their NTO experience and provide more immediate support for identified areas of need and,
- Providing comprehensive Induction program support to general education and education specialist teachers clearing their preliminary credentials in partnership with our recommending agency Green Dot Public Schools.

Meeting the Needs of All Students

English Learners

Collins believes that every student brings assets that enrich our classrooms and our school community, regardless of race, language, learning needs, and culture. To ensure each student's success, Collins will provide guidance, resources, training and support to teachers, staff and parents to build an equitable, rigorous learning environment for our English Learner Scholars. Our practices are grounded on guidelines established by our Board-approved EL Masterplan.

Proper identification of ELs helps ensure that the school is meeting scholar's academic needs. State and federal regulations require that if the student's Home Language Survey indicates a

language other than English is used at home, the student's English language proficiency level must be assessed.

State and federal guidelines require each English learner to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within 30 calendar days of the beginning of the school year, or within 30 days of enrollment if the student enrolls later in the school year as prescribed by California *Education Code*. Alliance ensures that each English Learner is assessed annually within the prescribed timeline.

English Language Development Program

The California Department of Education (CDE) defines English Language Development (ELD) as a specialized program of English language instruction appropriate for the English Learners' (ELs) identified level of language proficiency. The ELD program at Collins designed to promote second language acquisition of listening, speaking, reading, and writing in academic English. A broad range of instructional practices and strategies should be employed in supporting ELs to learn content area concepts as they learn the English language. All English Learners will be placed in ELD based on year and proficiency level. All English Learners will receive Designated ELD and Integrated ELD in their content classes. All scholars classified as EL will:

- Be enrolled in daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites)
- Will not be removed from other core content instruction in order to receive designated ELD instruction
- Can be placed in an Advisory class focused on supporting ELs but this advisory cannot replace an ELD course
- Will have full access to grade-level content in all disciplines, as well as access to Honors and AP courses
- Will be enrolled in grade-level ELA unless they are a Newcomer with less than one year of schooling in the US

Designated ELD

Designated English Language Development (ELD) courses are protected time during the regular school day that teachers are able to strategically target scholars' language needs. Designated ELD courses are based on ELD year (ELD 1,2,3,4) and placement is based on a scholar's proficiency level (Emerging, Expanding and Bridging). Instruction in these courses is designed, implemented and scaffolded to meet the needs of the group (emerging, expanding, bridging). These courses are aligned to the California English Language Development Standards (2012) and are University of California Office of the President (UCOP) approved.

Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL scholars are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies. Designated ELD courses integrate all four language domains (listening, speaking, reading and writing) into instruction

Integrated ELD

The mastery of content requires that teachers of ELs use appropriate ELD strategies to make content comprehensible and accessible. It requires instruction to be organized to support scholars while teaching cognitively demanding, grade-level content. Instruction in Integrated ELD is based on content Common Core State Standards and other content standards (i.e.

NGSS and California History Standards) and is provided by content teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All ELs will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on topics such as ELD Standards, key features of Integrated ELD, the ELA/ELD Framework and strategies that support scholars to develop proficiency in reading, writing, listening and speaking within the content area
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations

To maximize opportunities for language uses and content mastery teachers need to create a safe environment that promotes academic risk taking. Classroom instruction focuses on both language acquisition and helping scholars attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Integrated classrooms are comprised of ELs with mixed levels and abilities; but, the common goal is to promote Academic language. Classrooms that foster language acquisition include:

1. Explicit instruction and use of language structures and vocabulary that are comprehensible to scholars
2. Integration of listening, speaking, reading and writing skills
3. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of scholars able to access the content
4. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames.
5. Frequent checks for understanding and purposefully monitoring class during independent and or group work
6. Weekly scholar work analysis (formative assessments)
7. Literature within the scholar's appropriate Lexile level range, available in classroom and school libraries

Interventions

Collins monitors and regularly assess the progress of all ELs, including those who have exited the program and or reclassified, in both English language proficiency and content knowledge throughout the school year by closely tracking student progress report grades and Lexile growth. Students that are not meeting grade-level expectations will be provided with additional supports including but not limited to after-school tutoring, additional accommodations in content courses, additional support classes such as math and ELA support, review of ELD course placement, parent meetings, etc.

Staffing EL Programs

Recruiting, developing, and retaining excellent educators is essential to the success of our EL scholars. Collins will hire teachers that are qualified to provide EL services, and core-content teachers who are highly qualified in their field as well as trained to support EL scholars. These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the EL program.

Per the California Commission on Teacher Credentialing: "California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide

specialized instruction for those learners.”^[1] To provide scholars with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Alliance College-Ready Public Schools actively recruits and hires teachers who are fully EL Authorized. If candidates who hold an EL Authorization are not available, the Human Resources Department obtains the necessary documents from qualified candidates to apply for an Emergency EL Authorization Permit. These permit holders must hold either an active permit or full EL Authorization to continue in their assignment. Failure to take timely action may result in a change of employment status. Teachers who are new to Alliance and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intentions to complete the requirement. Annual progress toward the EL Authorization is monitored by the Credential Analyst, but it is the teacher’s responsibility to earn the authorization.

Identification and Assessment

The English Language Proficiency Assessment for California (ELPAC) is the assessment is given to all new students whose home language survey indicates that a language other than English is spoken in the home. The ELPAC is used to determine how well scholars speak, listen, read and write in English when it is not their primary language. There are two exams:

Initial ELPAC: initial identification of scholars as English Learners

Summative ELPAC: an annual summative assessment to measure an English Learner's progress and determine their English language proficiency

ELPAC results are used to identify each scholar’s proficiency level and to assess progress in acquiring English Proficiency according to the CA ELD standards. The ELPAC results are used to properly place ELs in the appropriate ELD course. The overall score and the domain specific scores are analyzed to determine the scholar’s instructional needs to support and accelerate progress toward English proficiency.

Reclassification

The EL Master Plan reclassification criteria below is a draft for the 2019-20 school year. Differentiated criteria for students with disabilities was added. The EL Master Plan and reclassification criteria provided here will be revised based on input from various stakeholder groups and is subject to Board approval.

Scholars Without a Disability	Scholars With a Mild/Moderate Disability	Scholars With a Moderate/Severe Disability
Definition: Scholars without an IEP	Definition: Scholars with an IEP who are designated to take CAASPP	Definition: Scholars who are on the alternate curriculum and designated to take CAA, per their IEP
1. Assessment of Language Proficiency: ELPAC : Score of 4	1. Assessment of Language Proficiency: ELPAC : Score of 3 or 4	1. Assessment of Language Proficiency: VCCALPS : Score of Basic or higher

Scholars Without a Disability	Scholars With a Mild/Moderate Disability	Scholars With a Moderate/Severe Disability																		
2. Teacher Evaluation: <ul style="list-style-type: none"> • ELA Grade of C (2.0) or higher (Fall Reclass Cycle – semester 1 or 2 of 2019-2020 school year Spring Reclass Cycle – Semester 1 (Fall 2020) 	2. Teacher Evaluation: <ul style="list-style-type: none"> • ELA Grade of C (2.0) or higher (Fall Reclass Cycle – semester 1 or 2 of 2019-2020 school year Spring Reclass Cycle – Semester 1 (Fall 2020) 	2. Teacher Evaluation: <ul style="list-style-type: none"> • Teacher Recommendation 																		
3. Basic Skills Assessment: <ul style="list-style-type: none"> • Lexile OR CAASPP <table border="1"> <tr> <td></td><td>MS</td><td>HS</td></tr> <tr> <td>Lexile</td><td>740</td><td>830</td></tr> <tr> <td>CAASPP</td><td colspan="2">2</td></tr> </table>		MS	HS	Lexile	740	830	CAASPP	2		3. Basic Skills Assessment: <ul style="list-style-type: none"> • Lexile OR CAASPP <table border="1"> <tr> <td></td><td>MS</td><td>HS</td></tr> <tr> <td>Lexile</td><td>740</td><td>830</td></tr> <tr> <td>CAASPP</td><td colspan="2">2</td></tr> </table>		MS	HS	Lexile	740	830	CAASPP	2		3. Basic Skills Assessment: <ul style="list-style-type: none"> • Score of Basic or higher on CAA
	MS	HS																		
Lexile	740	830																		
CAASPP	2																			
	MS	HS																		
Lexile	740	830																		
CAASPP	2																			
4. Parent Opinion and Consultation: Once the student meets the Reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges student's change in language classification to Reclassified Fluent English Proficient (RFEP)	4. Parent Opinion and Consultation: Once the student meets the Reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges student's change in language classification to Reclassified Fluent English Proficient (RFEP)	4. Parent Opinion and Consultation: <ul style="list-style-type: none"> • Parent must participate in IEP meeting • Parent must sign IEP • Once the student meets the Reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges student's change in language classification to Reclassified Fluent English Proficient (RFEP) 																		

If a scholar has an Individualized Education Program (IEP), is on an alternative curriculum, has been receiving instruction in ELD and meets all of the criteria in Column 3 of the table above, then reclassification can be addressed through an annual IEP or amendment meeting following the Alliance procedures for reclassifying scholars with moderate-severe disabilities.

The Alliance Home office works closely with schools on ensuring an efficient and successful reclassification cycle. The reclassification cycle happens twice per year (Fall reclassification (August) and Spring Reclassification (February)).

Monitoring Reclassified Students

After scholars have been Reclassified Fluent English Proficient (RFEP), the school will continue to monitor their progress for 3 years. If an exited EL is not progressing academically and monitoring suggests a persistent language need the school will provide additional supports including but not limited to tutoring, accommodations, and support classes.

Student progress is monitored and based on ELA grade, scholar Lexile and State-mandated assessments (CAASPP). These assessments are used to evaluate scholars' academic performance in ELA. The Reclassification Monitor Tool used to track scholar's grade in ELA, and scores on Lexile and CAASPP. EL Coordinators/Designee with the support of the Counselors will track scholars' progress every 5 weeks to ensure that there is plenty of time to intervene. Progress report grades are uploaded (by the Alliance Home Office) as are the most recent Lexile and CAASPP scores. Scholars who are failing in spite of additional interventions (tutoring, accommodations, support classes) will be referred to the school's School Study Team or its equivalent.

Assessment results are maintained in electronic form in Illuminate and/or Schoolzilla. This allows for rapid access to results in a variety of formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to reclassification.

Non-standard English Speakers

Recognizing that many students at Collins may not be Standard English speakers, many of the same guidelines and programs listed above are followed to support their acquisition of Academic Standard English. The school's objectives are to have all students achieve proficient/advance performance in reading and writing as assessed by the English Language Arts California Assessment of Student Performance and Progress (CAASPP). Collins school leaders and teachers engage in professional development to support struggling students. Specific strategies include:

1. Modeling Academic English
2. Explicit instruction and use of language structures and vocabulary that are comprehensible to scholars
3. Integration of listening, speaking, reading and writing skills
4. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of scholars able to access the content
5. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames.
6. Frequent checks for understanding and purposefully monitoring class during independent and or group work
7. Weekly scholar work analysis (formative assessments)

In addition, the Alliance Home Office Data team provides data reports and analysis of (Collins' student progress including improvement in English proficiency level, progress in English language arts and Alliance Interim data disaggregated by subgroups. Progress of Long-term English Learners (LTELs) and students At-Risk of becoming LTEL is monitored by the School's Leadership Team. At least once per semester, the School Leadership Team reviews the performance, progress, program placement and goals for meeting the reclassification criteria of

LTELs and for students At-Risk of becoming LTEL to determine the effectiveness of the ELD supports in place.

Grade-level counselors continue to track all EL progress and identify obstacles to reclassification. Counselors then works with the school's Leadership Team to communicate student needs. The Leadership Team provides targeted and ongoing professional development based on differentiated and scaffolded practices for supporting all ELs including LTELs and students At-Risk of becoming LTEL.

Program Evaluation

Evaluating EL program, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about practices, services and procedures. The following chart outlines the EL program goals, evaluation questions and measures used to assess overall effectiveness of the EL program:

English Language Development Program Goals, Evaluation Questions & Measures (by Goal)		
<i>EL Program Goal</i>	<i>Evaluation Questions</i>	<i>Measures/Scores</i>
ELs are identified and placed in appropriate ELD course based on English Proficiency	a. Are all ELs identified in the prescribed time frame? b. Are all ELs placed in their ELD course based on proficiency level?	<ul style="list-style-type: none"> • Master Schedule • Observations of Home Language Survey administration and communications • Staff Moodle Training • Initial ELPAC • EL Passports • Student Schedules
ELs with disabilities are accurately identified	a. What proportion of ELs are referred to Special Education services? b. How many ELs are identified as having learning disabilities? Of this group how many are LTELs?	<ul style="list-style-type: none"> • Referrals • Student Support and Progress Team (SSPT) documentation • IEP review
High quality ELD instruction is provided	a. Are ELs progressing academically per expectations? b. Is there high quality, standards-aligned ELD curriculum available consistently? c. Is instruction for ELs with disability high quality?	<ul style="list-style-type: none"> • Grow Observation Rubric • Classroom Walkthrough tool • Curriculum Review • IP Documents • Student work analysis

English Language Development Program Goals, Evaluation Questions & Measures (by Goal)		
<i>EL Program Goal</i>	<i>Evaluation Questions</i>	<i>Measures/Scores</i>
High quality integrated ELD content instruction is provided	a. To what extent are ELs provided with differentiated supports in academic content areas?	<ul style="list-style-type: none"> • Grow Observation Rubric • Classroom Walkthrough • ELD PD presentations and sign-in • IP Documents • Student work analysis
ELs and RFEP students have access to Honors and Advanced Placement (AP) courses	a. What percentage of ELs take part in AP and honors courses. b. How does EL participation in AP and Honors compare to the general population? c. What are the AP Passage rates for ELs?	<ul style="list-style-type: none"> • Enrollment in AP and Honors • Pass rates in AP and • Early college courses • College information/data: applications, enrollment without remediation, and completion data
Parent outreach is consistent, culturally sensitive and communication is available in the home language	a. What types of orientation and training opportunities are parents offered? b. What measures are used to ensure that parents of ELs are knowledgeable about EL program placement and their academic progress? c. To what extent are parents participating in and consistently supporting students' academic development? d. What evidence is there that suggests that ELAC recommendations are implemented at the school?	<ul style="list-style-type: none"> • Parent orientations/trainings offered and attended regarding <i>English Learner Master Plan</i>, EL instructional program options, advanced academic opportunities • ELAC agendas, sign-in and needs assessment • Parent Satisfaction surveys
ELs achieve English Proficiency	a. Are ELs making progress towards English language proficiency b. Did the number of students being reclassified increase by at least 1%?	<ul style="list-style-type: none"> • Reclassification rates • Lexile growth averages for ELs • ELA CAASPP

English Language Development Program Goals, Evaluation Questions & Measures (by Goal)		
<i>EL Program Goal</i>	<i>Evaluation Questions</i>	<i>Measures/Scores</i>
School and classroom environments are safe and positive.	a. Does the school have a welcoming school climate for ELs? b. Does the school provide EL parents with a welcoming tool-kit? c. Are classrooms reflective of the culturally diverse students it serves?	• Classroom walkthrough tool • Student satisfaction survey • Parent satisfaction survey

[1] "English Learner Authorization," CCTC, <https://www.ctc.ca.gov/educator-prep/ela>, (March 2, 2018).

Gifted and Talented Students and Students Achieving Above Grade-Level

As all students are challenged to reach their intellectual potential within the instructional program, Collins will not offer a formal, separate gifted and talented program. Instead Collins will continue to identify students who are outstanding performers as measured through, but not limited to, college prep exams (such as the PSAT) and GPA. When reviewing college prep exams students must be considered college ready as indicated by the PSAT (traditionally the ACT) in both math and English starting in their grade 9 year. When reviewing GPA, students are identified as high achievers by achieving a 4.0 GPA or higher starting in their grade 9 year.

As students transition from grade level to grade level, their level of achievement is continuously monitored by counselors, teachers, and the school administrative team using grade level checks for GPA, and by reviewing their data each time they are provided with opportunities to participate in a college ready level assessment.

To support these students throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models which may be employed with gifted and talented students at Collins are, but not limited to:

- Access to advanced placement and honors courses from grades 9 to 12
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interest
- Field trips, and participation in partnered programs and college courses, to broaden experience base and capacity to be accepted into elite colleges
- Ensuring that the curriculum is sufficiently challenging

By using data from core assessments, teachers will be able to make the necessary modifications and adjustments to best support students who require additional academic challenge. Teachers will utilize workshop time, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at Collins will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the principal or his or her designee) for students who have been identified as consistently achieving well above the norms (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns) just as they would use the process for identifying students who struggle.

Students Achieving Below Grade-Level

In an effort to improve the performance for all students including low achieving or at risk of retention, Collins monitors student performance and progress of these students throughout the year. Data is accessible at the student- and subgroup-levels; through school leaders, school leadership teams, which consist of department and grade level chairs, and classroom teachers monitor standards and student achievement in order to identify all students earning below a grade of C, flagging students at risk based on interim assessments, grades, and/or credit deficiencies. Advisory teachers review student data/progress reports of each of their advisory students. Parents review and sign 5-week progress and 10 week-report cards. The following takes place for those specifically identified as low achieving:

- To identify low-achieving students, all incoming students are given diagnostic tests upon entry to the school, in addition to establishing baseline Lexile score. State assessment results and grades showing students who are not meeting or nearly meeting standards are also used to assess student achievement levels.
- Where additional supports and/or interventions are required, the school's academic team will consult with the parent/guardian to share results and develop a plan to support and ensure growth
- Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and a member of the administrative leadership team to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
- The student receives supplemental support through remediation support classes in ELA and math in addition to regular courses. In the areas where the student is struggling most, the classroom teacher may employ the use of online digital content providers to support one-on-one instruction targeted to specific individual needs.

In order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the principal or his or her designee) for students who have been identified as consistently achieving below the norms (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns), just as they would use the process for identifying students who struggle.

Socioeconomically Disadvantaged/Low Income Students

Low-income students will be identified by eligibility for the federal lunch program. Between 2016-17 and 2018-19, approximately 95% of the students enrolled at Collins have qualified for this program. As such, the overwhelming majority of all students enrolled at Collins meet this subgroup identification. Our school program is designed to meet their needs of traditionally coming in behind grade levels through various supports and systems including, but not limited to the, use of standards based grading, scaffolded and differentiated learning, support classes, and after school tutoring. We believe all students can learn at high levels regardless of economic status. These students progress is monitored through a variety of ways including through interim assessments college ready exams and state exams. In general due to the large population of SED/low income students their level of performance mirrors the overall school level outcomes.

Students with Disabilities

Please refer to the District Required Language included at the beginning of Element 1.

Students in Other Subgroups

Foster youth, and related subgroups such as homeless students, are identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities/agencies, identified according to the needs of the specific situation. Once students have been identified, students will be indicated in PowerSchool, and the Alliance Home Office will work with the school staff (usually the School Operations Manager) to locate additional support services on a case by case basis. The students will be provided with tutoring, counseling, transportation and coordination of services as needed to best meet their individual needs using the COST Process (Coordination of Services Team) made up of an administrator, counselors, school psychologist, and other certificated personnel as relevant, such as a classroom teacher. A quarterly evaluation of academic performance for all students in this subgroup will be implemented by the administration and counselor to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

“A Typical Day at Alliance Collins Family High School”

A visitor to the school will observe the school’s core beliefs and values in practice on a typical day by “shadowing” any randomly selected student. Students arrive by 7:30 a.m., coming from various directions with some students walking to school from a close by neighborhood, commuting on the dash and metro, and some students are dropped off by parents.

The counselors and a school administrator greet and supervise students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school’s focus on getting ready for college. Scholars are exposed to a college going environment as college pennants or bulletin boards are displayed throughout the school and an 8 x 10 poster of the college the teacher attended as students enter into the classroom.

Scholars will participate in a 30-minute advisory period which is used to continue to build community amongst scholars and teachers, counselors and administration on campus. During advisory, teachers and counselors engage scholars in a variety of activities such as community circles, civic discussions, rallies and college presentations and research. Most advisory teachers and their small group of advisory scholars will be grouped together for a total of four years, from freshman to senior year. The teacher serves as the scholars’ advisor for four years

so that scholars are connected to a consistent adult for guidance with studies, student relationships, and planning for college. The proudest moment for many teachers is the opportunity to read their scholars' advisory names during the graduation ceremony.

On regular schedule days, students are seated in their classrooms ready to begin their first period by 7:45 a.m. During a typical block period, scholars experience a two-hour period with an average class size of 25 students, small enough to ensure teachers know their names and are able to build positive relationships with them. The smaller class sizes also allow teachers to provide individual attention to each student when needed. Upon entering class scholars are greeted by teachers at the door by a simple "good morning" or "good afternoon" with the exchange of a hand shake. After greeting their teacher, scholars are required to grab materials for the day, sit down and start their *do now*. Teachers begin each period by recording attendance on their laptop computer using Pinnacle, the school's data management system. Daily attendance information is sent to the office and parents of scholars who are absent or tardy are called. The emphasis in all classes is on rigorous grade appropriate standards-based instruction with high expectations for all scholars. After teachers complete the attendance and scholars complete the *do now*, teachers start the day with the objective, tasks, and standards students will gain mastery in for the day.

Teachers provide quality instruction facilitated through the use of a variety of instructional materials, department-wide and school-wide strategies and resources. In classrooms scholars will engage in learning through reading, writing, active discussion, group work, direct instruction, and inquiry-based learning. Prior to the lesson teachers have anticipated possible student errors and misconceptions, planning for the smallest details to ensure that all scholars are moving towards mastery of the standards. Such planning leads to effective and constant checks for understanding of student work and responses that will support possible readjustments of instruction and re-teach moments. In addition, Integrated technology is used in many classes through the one to one technology program. Scholars are in A-G and Advanced Placement courses as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels or enrichment for students performing at proficient and advanced levels.

Qualified scholars have the opportunity to participate in the nutrition meal program following the first two-hour period. Nutrition is part of the federal meal program and service is provided by the school's selected vendor for students eligible for full, reduced or free meals. Following nutrition, all scholars begin the second two-hour instructional period of the day. Because of the small size of the campus, passing from period to period throughout the campus and hallways takes place within 3 minutes. Scholars are self-directed and show respect for each other and their school. Scholars see examples of quality student work aligned with California Common Core State Standards displayed inside and outside their classrooms. English learners are supported in developing English proficiency through English as a Second Language and in content classes through differentiated instructional strategies based on individual needs.

All scholars participate in a 35-minute lunch period before the last instructional period of the day. Students receive individual tutoring based on their individual learning plan. ASB engages the school community in music and competitive games between grade levels, advisories, and or staff. After school, scholars participate in tutoring or extracurricular activities that include student interest clubs, organizations, and sports. All scholars are encouraged to participate in such activities so to build an effective college resume.

Any student interviewed will proudly tell visitors that though the school is small it offers their best opportunity to attend a 4-year college. Most Collins scholars are likely to be the first in their family to have the expectation and the opportunity to attend a 4-year college or university.

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.

Measurable Goals of the Educational Program

Collins is committed to providing a consistent educational environment and experience for students that prepares them with the skills, experience, and knowledge to enter and succeed in college.

Annual goals set as a means of achieving this objective are outlined in the school’s Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the LCFF State Priorities table provided in Element 1.

Measurable Pupil Outcomes: Summative Assessment Performance Targets
Performance Targets Aligned to State Priorities

Specific Performance Targets for all pupils and for each subgroup

Please see the LCFF State Priorities table provided in Element 1.

Other Performance Targets

For all other measurable goals, please see the LCFF State Priorities table provided in Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Assessments are a foundational component of the teaching and learning process. To ensure that all students have access to the learning experiences necessary for college persistence and career success, Collins will employ high-quality, purposeful, actionable and strategically-sequenced assessments for learning and of learning.

Using the Common Core and CA Standards where applicable, Collins has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades through Illuminate, Schoolzilla and PowerSchool, our student information systems.

Up to three times a year in English, Mathematics and Science, Collins implements standards aligned interim assessments. These assessments are built by the Alliance Home Office Academic Team in partnership with outside assessment vendors, and are aligned to the Common Core State Standards and NGSS standards. The interims are built off of the assessment blueprints and item specifications for the Smarter Balanced Assessment (SBA) and the released items from the yet-to-be operational new California Science Assessment (CAST). Data from each interim is immediately available to Collins staff and broken down at the student, item and standard level. Data is then used to identify common misconceptions and student supports. After each interim, teachers use the data to re-teach standards through daily instruction. The expectation is that students will improve in their mastery of standards over the course of the year to best position them to fully meet the performance expectations of Smarter Balance.

Below is the current list of assessments used to monitor student progress towards college and career readiness standards. These assessments are subject to pending any changes in state-mandated assessments.

Assessment Type	Frequency	Grades/Content	Description
Interim Assessments	3x per year	Grade 9, 10, 11, 12 ELA, math, science	Interim Assessments at Alliance align to the standards covered and suggested pacing in each grade/content. These assessments are aligned with the CCSS and SBAC and provide important information to teachers for planning, instruction and supports for students.
Lexile Level-Set Assessment	3x per year	All grades	Achieve 3000 Level-Set assessments measures students' progress and

Assessment Type	Frequency	Grades/Content	Description
			performance on reading comprehension skills.
Smarter Balanced Summative Assessments	1x per year	Grade 11, ELA and Math	The Smarter Balanced Summative Assessments are comprehensive end of year assessments in English language arts/literacy (ELA) and Math that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) Mathematics.
California Adaptive Assessment (CAA)	1x per year	Grades 10/11, identified students only	Students with cognitive disabilities take the CAA Instead of the Smarter Balanced Summative Assessment. This test is modified to appropriately assess the ELA/Literacy and mathematics progress and performance of specific students designated to engage in a modified curriculum as specified in their IEP.
California Science Assessment Test (CAST)	1x per year	Grades 10/11	CA NGSS Summative assessment. Administered in the spring for grades 8
English Language Proficiency Assessments for California (ELPAC)	Initial and Annual; varies by student	All grades, English learners	The ELPAC measures provides both initial and annual assessment of an English Learner's proficiency in Reading, Writing, Listening and Speaking. This test be the main assessment tool used to measure growth and progress for reclassification.
Physical Education Test	1x per year	Grade 10	Students in grade 10 participate in this State required assessment on basic components of CA Physical Education Standards.

* All grade levels unless otherwise denoted

Collins tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and District guidelines for modifications and accommodations.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance interim benchmark assessments are administered online in order to prepare students for SBAC online assessments and represent the level of rigor required for students to meet the proficiency level (3 or 4) as measured on Smarter Balanced assessments. Every student has an SBAC ready computing device.

Data Analysis and Reporting

Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments. School staff and the school's governing board work collaboratively to analyze data and discuss ways to improve student performance throughout the year. Below is a sample of data gathered and its use.

Type of Data Gathered	Role & Use of Data	Frequency
Formal and informal classroom observations	To measure effectiveness of instruction. Data is used to inform professional development needs and provide teachers with actionable feedback. Data from observations is individually shared with teachers.	Every other week
Classroom curriculum and instruction walk-throughs	To measure the degree of and consistency with which grade appropriate standards-based instruction is taking place. Data is used to identify trends to inform professional development and share best practices.	Multiple times a month
Student data and work analysis	To identify student misunderstandings and misconceptions. Data is used to adjust unit and lesson plans and regularly discussed at staff meetings, department meetings and/or individual meetings with teachers.	Ongoing as part of professional development; following each interim assessment cycle
Analyzing the results of network and/or state assessments	To measure the degree to which students meet state and/or network expectations for proficiency. Data is used by staff to adjust instruction, intervention and the overall instructional program. Data is shared with the school's governing board.	Varies depending on assessment
Analyzing the results of parent and student surveys	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Multiple opportunities for data analysis are available at Collins including the following:

- Regular assessments and common planning time provides consistent opportunities for teachers to work together to analyze student work and share classroom practices as they relate to student achievement.
- Programs used to support blended learning provide regular real-time performance data that teachers can use to structure classroom rotations, differentiate individual

- and group tasks, and provide more adapted options for students to demonstrate their learning.
- Professional development provides opportunities for teachers and school leaders – both within their school and across the Alliance Network of schools - to work with each other and with the Alliance Academic Team to analyze data on a school, classroom and individual student basis.

At each level, data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies to best meet the needs of our students and provide the necessary supports to help accelerate their progress. Furthermore, data is regularly shared with stakeholders throughout the year to inform them of school performance.

Grading, Progress Reporting, and Promotion/Retention

Collins issues student progress reports every ten weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Formative and summative assignments and assessments are used to determine student performance.

Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our data system. Parents of students performing below/far below proficient performance participate in a scheduled parent conference to discuss the parents' and the teachers' plan to improve their child's performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Promotion and Retention of Students

Collins is committed to helping students achieve the necessary skills to progress from grade to grade yearly and does not endorse social promotion. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

The school has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple indicators of academic achievement that are laid out in the parent-student handbook, including:

- Assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient - assessment measures include the student progress report, degree of proficiency and teacher recommendations. Students whose average rubric score classification is "not proficient" on the final student progress report for the academic year are eligible for retention.
- Attendance – students with excessive absences (15 or more) may be eligible for retention.

The principal or administrative designee, in conjunction with school teaching and counseling staff, prepares a written determination to specify the reasons for retention. The written

determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed in a meeting with the student's parents/guardians, teachers, and principal.

Students identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after-school activities, tutoring, and summer school. All students, are also provided additional in-class support, which ensures that students who cannot participate outside of school hours are also supported. The student's academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

Appeals Process for Retention

The retention of a student is at the discretion of the principal or administrative designee. Parent/guardians shall be notified in advance of the enactment of the retention and can appeal a student's retention. A retention appeal shall be submitted in writing to the school's designated support team, and shall be heard if requested within five (5) school days of the notification of retention by the school. Upon consideration, the designated support team's decision shall be final. The decision regarding the appeal will be made within five (5) school days of the appeal submission to the school's designated support team. Parents/guardians will be notified of the decision in writing within three (3) school days following the decision.

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.¹³

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.

¹³The 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 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.

Governance Structure

Alliance Collins Family College-Ready High School is incorporated as a nonprofit corporation and such corporation is the corporate entity operating the Charter School. Charter School constitutes one of several nonprofit corporations associated with Alliance College-Ready Public Schools (“Alliance”), a charter management organization. Alliance provides fundraising and other support of the charter schools associated with it, which includes but is not limited to Charter School. Alliance, to achieve economies of scale, also provides back-office support to Charter School through an administrative services agreement. See discussion under “Business and Operations Assistance” below. The administrative services agreement and associated transactions between the Charter School and Alliance are deemed to be permissible related party transactions, made in a manner equivalent to arm’s length.

Alliance

Alliance, itself a nonprofit corporation, is submitting this renewal petition on behalf of Charter School. Alliance has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and financial expertise.

Alliance Chief Schools Officer: Employed by the Alliance, the CSO supervises and supports school leadership in implementing measurable and achievable goals focused on student academic growth.

Requirements

Education and Experience:

- Master’s degree or higher from an accredited college or university is preferred.
- Minimum of 10 combined years of school administrative experience and leadership experience in a large educational organization or urban school system.
- Proven record of increasing student achievement and improving educator effectiveness.
- Expertise in leadership development, building effective teams, executive-level coaching, and ensuring professional growth for team members.
- Proven strategic planning and project management skills with the ability to translate strategies to action.

Skills, Beliefs, and Mindset:

- Comfort in and enthusiasm for using large amounts of data to drive decisions at multiple levels.
- Possess strong interpersonal skills, with the ability to develop strong relationships with a variety of stakeholders and constituent groups, including external partners.
- Superior communication skills with an ability to articulate a clear and compelling vision and lead others to implement it.
- Unyielding belief that all students can achieve at high levels.
- Belief in and alignment with Alliance’s core beliefs and educational philosophy
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education
- Understanding of the nuances of urban school environments and school culture

Alliance Chief Business Officer and Controller: Employed by the Alliance, the CFO and Controller set up the school financial system, school accounts for receipt of funds and work directly with the principal on managing and providing data for input into the system.

Requirements:

Education and Experience:

- Bachelor's degree in finance, accounting or a related field from an accredited college or university. A master's degree in business administration or a Certified Public Accountant desired.
- Five to seven years of financial experience and management experience with the day-to-day financial operations of an organization. Experience in a senior financial-management role, partnering with executive staff, resulting in the development and implementation of creative financial management strategies.

Skills, Beliefs, and Mindset:

- Generally accepted accounting practices, procedures and standards.
- Policy and procedure development techniques.
- Principles of cost/benefit analysis.
- Fiscal monitoring and control mechanisms.
- Functions of revenue, expenditures and collections.
- Not-for-profit accounting, including fund and grant accounting, compliance, and reporting.
- General office software, particularly the Microsoft Office Suite and MIP software (or other similar not-for-profit general ledger software) and use of databases.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools is a plus.
- Create and assess financial statements and budget documents.
- Demonstrate leadership ability, team management, and interpersonal skills.
- Demonstrate analytical and abstract reasoning skills, plus excellent organization skills
- Respond to all financial and accounting related inquiries, including requests from funding organizations, the School Board of Directors, local, state, and federal agencies.

Charter School

Alliance Collins Family College-Ready High School is an independent nonprofit public benefit corporation. Alliance is the statutory member of the corporation. Its role as statutory member in the organization is limited to the authority of a member under the California Corporations Code. In that regard, the Alliance Board appoints five of the members of the Charter School Board of Directors. The affairs of Charter School, however, are managed and its powers are exercised solely under the authority of the Charter School Board of Directors, whose ultimate responsibility for key operational matters include but are not limited to: (1) the selection, hiring, compensation, supervision and evaluation of the Charter School's principal; (2) the governance and operation of Charter School in compliance with applicable law and the Charter; and (3) Charter School's financial management, viability, and accountability, including but not limited to expenditures and accounting of all public funds received by the Charter School.

Charter School operates under the charter authorization of Los Angeles Unified School District. Charter School abides by the current published, communicated and defined LAUSD policy for charter schools.

School Board of Directors

The nine directors of the Charter School Board of Directors include five members selected by Alliance College-Ready Public Schools, two teachers and two parents of Charter School students. The school principal recommends teacher and parent nominees, and membership is subject to

confirmation by the members of the Charter School Board of Directors. The Board meets quarterly, operating in accordance with the Brown Act, its Articles of Incorporation and its Bylaws.

Each director selected and confirmed shall serve a two-year term. A director designated by the District shall serve for such term of office as is specified by the District. The Alliance Board considerations and qualifications for appointing 5 members includes: candidate commitment to participate in no fewer than 75% of school board meetings; candidate knowledge of effective organizations and fiscal systems; candidate commitment to visit and be knowledgeable of Alliance schools; candidate background and experience as a successful leader of a school, company or other organization.

The School Board of Directors, the Charter School administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. In accordance with California law applicable to nonprofit public benefit corporations, some of the responsibilities of the School Board of Directors may be delegated to committees of the Board or officers of the corporation.

A quorum of the School Board of Directors for the transaction of business is the presence of a majority of current board members present in accordance with the Brown Act. All board voting action is taken by roll call vote. An act or decision made by majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by the Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest¹⁴, (ii) appointment of committees, and (iii) indemnification of directors.

The School Board of Directors will use teleconferencing in connection with any meeting of the Board whenever required by and in compliance with SB 126 (2019-2020). If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner compliant with the Brown Act. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the Los Angeles Unified School District. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. Any abstention from a board vote will be noted in the board minutes. For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the corporation from providing the public with additional teleconference locations.

The School Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget, which is initially reviewed and provided to the charter school board by the Charter School staff and Alliance as the back-office provider. The School Board of Directors

¹⁴ To clarify, any such approval must otherwise be consistent with all applicable conflict of interest and ethics requirements.

helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively. The day-to-day operations and management of Charter School are provided by the officers of the corporation, management staff responsible for school services and supervision and the administrative staff of Charter School.

The members of the School Board of Directors are required to annually sign a statement acknowledging any conflicts of interest. Members of the School Board of Directors shall comply with the law as it pertains to conflicts of interests and prohibited transactions.

The LAUSD representative, if LAUSD opts to exercise its statutory right to have a representative on the board, has the opportunity to facilitate communications and mutual understanding between Charter School and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the School Board of Directors during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

Charter School has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of Charter School. Any changes made to these documents that materially alter the charter must first be approved through the District's charter material revision process in order to be effective.

Charter School complies with the Brown Act. Prior to the start of each school year, or as soon thereafter as is practicable, the board will adopt an annual calendar of governing board and committee meetings. The school posts its Charter School Board of Directors schedule of quarterly meetings at the school site; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records and posts actions of the Board. Postings occur by email and in a visible location in the Charter School office as well as on the Charter School's website in English and Spanish or other dominant language as needed by the community served. Charter School maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. For easier access, Charter School posts the agendas and minutes on its website. The law requires no less than one meeting annually; however, the School Board of Directors meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the Charter School Board are open to the public, excluding closed sessions as permitted by the Brown Act. The governing body will meet within the physical boundaries of Los Angeles County and establish a two-way teleconference location at each school-site.

School Coordinating Council

The School Coordinating Council (SCC) with a membership of 10 to 20 stakeholders representing various stakeholder groups, will be an advisory body to the Principal on the management of the school, including, but not limited to, school policies, the academic performance, and annual development of the LCAP and the budget. This council shall be composed of a majority of teacher and parent members, and include a classified employee and certificated administrator. Members of the SCC are representatives from various stakeholder groups, with the majority being made up of teachers and parents who self-nominate to serve on the council. The SCC will help guide the decisions that best serve the families. Based on suggestions and recommendations from the SCC, the Principal will reflect this feedback in their

decisions and operations. The SCC will meet at the Charter School site a minimum of four times per year. Should topics or recommendations warrant a discussion with the Charter School Board of Directors, directors will attend SCC meetings. The SCC will strive to create a collaborative and transparent decision-making process that includes the input all stakeholder groups. The School Board of Directors shall have final authority on all school related matters.

Parent/Community Town Hall Meetings

Approximately once a month, Charter School holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend. Topics for discussion or presentation include school-wide topics of interest related to achieving the goals of Charter School and its students. Meetings are generally attended by the principal and administrative staff of Charter School and, if the subjects to be discussed warrant it, members of the Charter School Board.

The school also maintains a website to keep parents and members of the community abreast of its events. All meetings are calendared in advance, with the goal of engaging all parents.

Business and Operations Assistance

Alliance provides for Charter School certain back-office services, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, vendor management and select service vendor contract negotiations, and purchasing. Alliance also supports the Charter School's board in its role of providing oversight and monitoring adherence to the Charter School's fiscal policies and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for Charter School directly to the Charter school's operating account. Alliance maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.

Parent Engagement

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. Charter School understands the importance of active parent involvement in the education of their children.

Parents of Charter School students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At Charter School, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual Charter School Title 1 meeting. Charter School applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful.

Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.

- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Charter School.
- Parents are encouraged to accept responsibility and accountability for committing to support the Charter School and to participate as parent mentors.
- Charter School seeks to establish partnerships with effective parent engagement leaders such as *Families in Schools* which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student's instructional team and with the student's advisor.
- Parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in town hall meetings, training opportunities, coordinating council, so that each parent feels part of the school and understands their responsibility to the school.

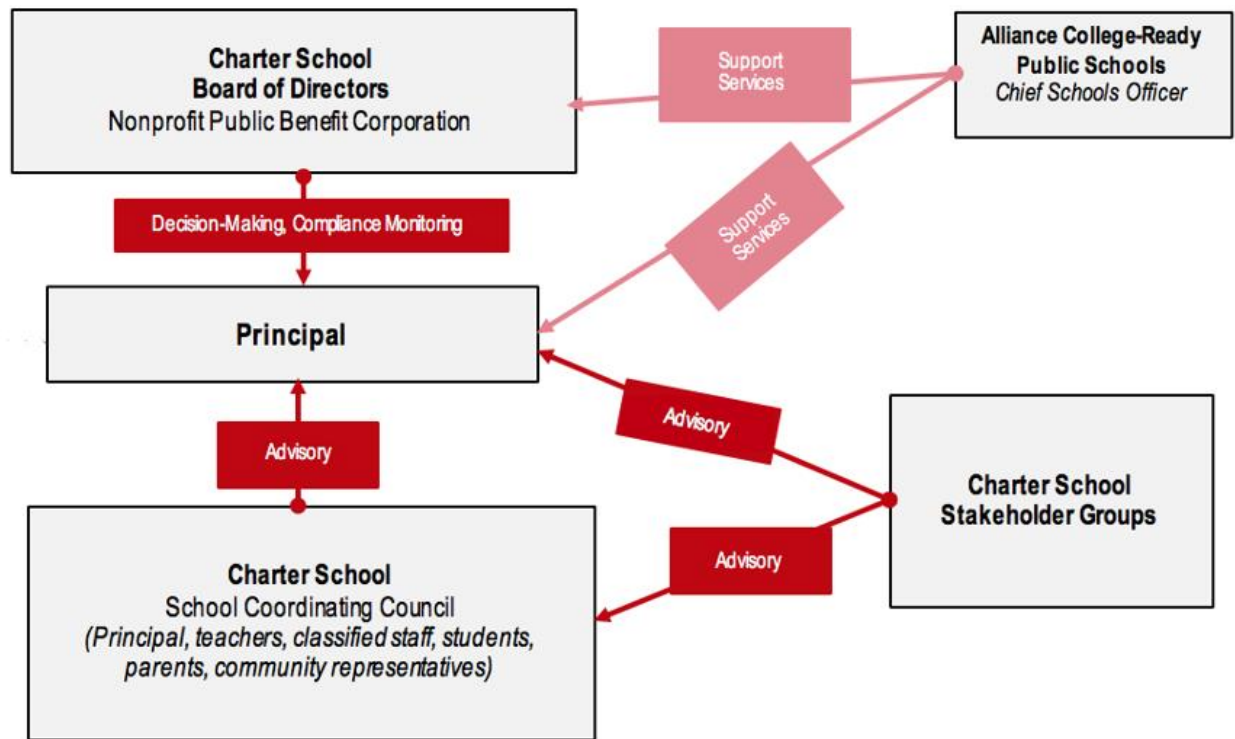
Charter School makes every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Coordinating Council, Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. While we strongly encourage parents and guardians to engage in supporting the school, parent/guardian participation is not required and has no effect on a student's enrollment, grades, credits or ability to graduate.

Community Engagement

Charter School also understands that if Charter School is to be effective, it must be part of the community. To that end, the school employs a Parent Engagement Specialist who supports the leadership in representing the interests of the community.

- Members of the community at large are solicited to support the school in various functions
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. Charter School believes that by using community facilities, it becomes an integral member of the community in which it is located.

Organizational Chart



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.

All employees must furnish or be able to provide:

- Legal documents establishing identity and employment authorization

Administrative Structure

The principal and assistant principal are the primary school site administrators. The chairman of the Charter School Board of Directors and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal (certificated staff): Provides instructional, administrative, and technological leadership to the professional staff and students. Demonstrates hands-on use of technology competencies in all aspects of leadership and management of the educational program. Understands that leadership has a responsibility to ensure digital equity. Acknowledges the need for alignment as technology is integrated across the curriculum and shares the Alliance’s vision for technology consistent to the overall educational vision for academic student success.

Essential functions include, but are not limited to:

- Facilitates the development of a shared vision involving all stakeholders for the use of instructional technology and widely communicates that vision.
- Maintains an inclusive and cohesive process to develop, implement, and monitor dynamic, long-range, and systemic educational programs that are infused with 21st century instructional technology standards.

- Uses data in making leadership decisions and advocates evidence-based effective practices to ensure instructional programs and courses are implemented consistent with CCSS.
- Identifies uses, evaluates and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- Facilitates and supports a collaborative, technology-rich learning environment conducive to innovation for improved learning.
- Provides for learner-centered environments that include the purposeful use of technology to meet the needs of individual and diverse learners.
- Facilitates the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- Provides for and ensures that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

Requirements:

Education and Experience:

- A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
- Two or more years of extensive, directly related and progressive experience.

Skills, Beliefs, and Mindset:

- Articulates a vision, strategy and a set of goals that align with the mission of Alliance College-Public Schools.
- Leads a culture of high expectations for ALL and a relentless focus on college-readiness.
- Uses meaningful data and statistics to make informed decisions on school improvement.
- Has expertise in and values instructional technology as an educational tool.
- Possesses a working knowledge of small school reform, elements of 21st Century learning environments, and distributive leadership models.
- Ensures there is effective instruction occurring every minute, every period, every day.
- Has a commitment to knowledge of and competences in inclusion of all students.
- Attracts hires, supervises, and develops all school staff members to create a high-functioning team focused on student success.
- Builds and maintains a positive and supportive staff culture based on trust, risk-taking, respect, reflective learning and collaboration.
- Builds strong relationships with parents.
- Embraces and fosters a culture of innovation and creativity.
- Collaborates actively with other colleagues.

The principal hires an assistant principal, dean of students, and/or director of instruction depending on their desired program structure.

Assistant Principal (certificated staff): In supervising and providing education and administrative leadership to the professional staff and students; plans, directs, assists and supervises the work performed by teachers, clerical, and facilities staff; provides responsible and professional staff assistance in the supervision of the assigned educational program.

Essential functions include, but are not limited to:

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.

- Promotes curriculum improvement and ensures that instructional programs and courses are implemented within California Standards.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Prepares all students to attend college
- Maintains a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Enforces rules consistent with the approved Charter petition, the school's philosophy and current law.
- Maintains communication with the student body in regular meetings and interactions.
- Develops a program of orientation and acclimation for all new students.
- Promotes the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, e.g. career exploration, field trips, service learning, etc.
- Coordinates student enrollment, programming, and maintenance of cumulative records.
- Maintains effective relations with parents and parent groups; interprets the goals, objectives and programs of the school to parents.
- Maintains communications with Alliance College-Ready Public Schools.
- Evaluates the general condition and needs of the school facilities.
- Supervises and evaluates assigned teachers, counselors, and staff.
- Other duties as assigned.

Requirements:

Education and Experience:

- A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
- Two or more years of extensive, directly related and progressive experience.

Skills, Beliefs, and Mindset:

- Experience with differentiated instruction and alternative assessments.
- A track record as a successful and progressive educator.
- Entrepreneurial spirit.
- Experience with diverse student populations in urban settings.
- Strong computer skills; e.g. Microsoft Office Suite, school information systems.
- Spanish speaker (preferred).
- Ability to be flexible and be a team player.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

Director of Instruction (certificated staff): Assists the principal in leading the implementation of the Alliance educational model and its key program elements; ensures that the school's academic achievement goals are met; ensures classrooms consistently reflect rigorous standards-based instruction.

Essential functions include, but are not limited to:

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Shares responsibility for the improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.
- Assists principal with organizing and coordinating in-service activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.
- Assists the principal in the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Helps coordinate and conduct faculty meetings/professional development on a weekly basis.
- Participates in the review and selection of new equipment and instructional supplies.
- Manages an adequate system of teacher and pupil records.
- Maintains effective relations with parents and parent groups; interprets the goals, objectives and programs of the school to parents.
- Maintains communications with all appropriate Alliance College-Ready Public Schools.

Requirements:

Education and Experience:

- A degree in teaching, curriculum and instruction or a related field from an accredited college or university is required
- Three or more years of successful secondary teaching experience.

Skills, Beliefs, and Mindset:

- Principles, theories, practices, methods, and techniques used in classroom instruction.
- Methods and approaches to planning specialized instructional programs.
- Evaluation and assessment techniques used in determining proper teaching and instructional methods.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools.
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.
- Assume responsibility for the administration of a school.
- Provide effective education leadership to assigned teachers and instruction support staff.
- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs.
- Participate in the process of staff development and teacher training.
- Communicate, effectively, orally and in writing.

Dean of Students (certificated staff): Is responsible for facilitating the development and support of a school community that encourages a culture of high student achievement, individual accountability and collective responsibility.

Essential functions included, but not limited to:

- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Coordinate and supervise student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.
- Assume responsibility for the overall safety and well-being of all students.
- Follow procedures designed to protect and enhance the safety of students and staff and to promote the security of property and equipment.
- Monitors attendance, develops and/or updates administrative procedures to comply with legal mandates and helps update and distribute student/parent handbooks.
- Develop and implement appropriate student programs that promote positive behavior.
- Assist staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to teachers and staff in dealing with classroom management issues.
- Counsel students and their families about the school's policies.
- Confer appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Conduct parent conferences for behavior/attendance related issues as needed.
- Monitor student academic and behavioral progress.
- Uphold and follow school policies and procedures.
- Other duties as assigned by the Principal.

Requirements:

Education and Experience:

- A graduate degree in teaching, curriculum and instruction, or administration or a related field from an accredited college or university is required
- Three or more years of successful secondary teaching experience.

Skills, Beliefs, and Mindset:

- Effective approaches to addressing student attendance and/or behavioral issues.
- Appropriate discipline techniques for secondary school level students.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools.
- Demonstrate commitment to accomplishing the school's mission and academic goals.
- Keep and maintain accurate records.
- Communicate, effectively, orally and in writing

Counselor (certificated staff): Development and support students to be prepared for, admitted to, and successful through college. The counselor develops strategies and implements activities to address the needs of the students to meet this goal; consults and collaborates with school staff; and works with parents/guardians to support students' success.

Essential functions included, but not limited to:

- Provide orientation activities for incoming 9th graders and students new to the school.
- Participate in orientation programs for parent/guardians and students.

- Inform students and their parents/guardians of test results and their implication for educational planning.
- Provide resources and information to assist students to develop a rigorous academic course schedule, aligned with students' skills and interests.
- Evaluate students' graduation status and inform students of their status for graduation
- Assist in registration and schedule changes/conflicts for all students.
- As necessary, develop or support development of 504 plans, participate in Individual Education Plan meetings, and contribute in the development of the Student's Individual Transition Plan (ITP).
- Facilitate and/or participate in Student Success Team (SST) meetings
- Counsel, motivate and work with students who are underachieving or performing poorly academically.
- Coordinate at-risk programs.

Requirements:

Education and Experience

- A Master's Degree in School Counseling, Education, Psychology, Social Work, or another related field.
- Possess a valid California Pupil Personnel Services Credential (PPS) with an authorization in School Counseling.
- Two years of high school counseling experience.

Skills, Beliefs, and Mindset

- Ability to learn quickly and effectively function in a fast-paced and dynamic environment.
- Willingness to go above and beyond to contribute to the success of a dynamic team.
- Flexible, optimistic approach, and comfort with change and ambiguity.
- Commitment to the success of all Alliance students and specifically to raising the academic achievement of children in high-poverty communities.

Teaching Staff (certificated staff): Essential functions include, but are not limited to:

- Drives outstanding student achievement for all students in the classroom and supports colleagues in driving student achievement school-wide.
- Creates a culture of high expectations and continuous improvement with a relentless focus on student achievement and college and career readiness.
- Creates a positive, achievement-oriented, and supportive learning environment that excites and invests students in learning.
- Leverages Alliance resources and supports to develop and implement powerfully engaging curriculum and lessons designed to prepare all students to succeed in college and beyond.
- Utilizes a wide variety of teaching methods to create differentiated opportunities for deep understanding for all learners, including students with special needs.
- Utilizes a variety of data to drive instruction and intervention.
- Utilizes technology to support student learning.
- Works collaboratively with families and Alliance colleagues to support the achievement of all students and the mission and vision of the school.

Requirements:

Education and Experience

- Bachelor's degree from an accredited college or university.

- Valid California Teaching Credential in the assigned subject area(s) and a valid English Learner authorization (e.g. CLAD, BCLAD).

Skills, Beliefs, and Mindset:

- Strong instructional and classroom management skills, as well as content expertise.
- Deep knowledge of effective evaluation and assessment techniques to drive student learning.
- Strong interpersonal, communication, and relationship-building skills with both children and adults.
- Passion for and commitment to the success of all Alliance students, and specifically to raising the academic achievement of children from high-poverty communities.
- Willingness to go above and beyond to contribute to the success of a dynamic team
- Flexible, optimistic, and comfortable with change and ambiguity.
- Ability to learn quickly, open to feedback and eager to develop professionally as a master educator.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Understanding of the nuances of urban school environments and school culture.

School Operations Manager (classified staff): Essential functions include, but are not limited to:

- Hires, manages, coaches, and develops school operations team members (including front office staff and vendors) to meet established goals and objectives
- Ensures all district, state and federal compliance requirements are completed on time
- Supports school audits and inspections from regulatory agencies and/or charter authorizers
- Collaborates with Alliance Home Office Operations Department to manage the implementation of and training on the school's operational procedures with all stakeholders to ensure efficient, effective, and compliant execution
- On-boards and manages payroll and time reporting for all school employees
- Oversees procurement and purchasing for the school including placing orders, inventorying items received, and handling returns/exchanges
- Manages cash receipts, deposits, and staff reimbursement forms. Ensures effective implementation of Alliance's financial policies and procedures
- Manages student recruitment strategy (i.e. lottery, waitlist management, and enrollment)
- Manages student information system and attendance reporting process; ensures accuracy and security of files and all information pertaining to students, parents, staff, and community
- Oversees the school nutrition program, including managing servers, coordinating with vendor, placing orders, ensuring compliance, conducting food safety audits, and ensuring the program's financial health
- Coordinates supervision of students during arrival, breakfast, nutrition, lunch and after school
- Manages school health, safety and compliance processes, including: administering trainings, coordinating drills and safety audits, assisting in emergency responses, and preparing/ submitting incident reports
- Acts as School Testing Coordinator for state testing assessments (as needed) and supports set-up and accounts maintenance for school
- Manages routine maintenance requests for school, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's

facilities and coordinates with Alliance Home Office team to implement school facility projects

- Manages school calendar and plans/coordinates logistics (including transportation) for school field trips, events, and activities such as: Back-to-School Night, Open House, parent conferences, recruitment/enrollment fairs, student orientations, graduation, staff celebrations
- Prepares correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others
- Maintains and distributes up-to-date parent/student and staff handbook
- Serves as the school's point person for special services including foster and homeless youth
- Participates in/leads cross-network school operations initiatives, pilots, and projects; promotes best practice sharing within and across schools
- Oversees other tasks or special projects as needed.

Requirements:

Education and Experience:

- Bachelor's degree from an accredited college/university or equivalent, relevant experience required. MBA or Masters in a related field preferred.
- Minimum two years of professional experience; four preferred with at least one year experience managing others and leading multiple large-scale projects.

Skills, Beliefs, and Mindset:

- Demonstrated management and leadership skills; ability to lead, influence, and hold others accountable to upholding high standards of operational excellence.
- Strong project and time management skills; ability to set priorities and manage multiple projects while meeting customer expectations.
- Strong analytical, critical thinking, and problem-solving skills; aptitude for proactively building systems.
- Strong customer service mindset with sense of humility; demonstrated sense of urgency and ability to make timely decisions.
- Acute attention to detail.
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook and Google Apps.
- Ability to remain calm under pressure, especially in difficult conversations with parents/staff.
- Ability to treat sensitive issues with respect and empathy, and maintain confidentiality where required.
- Team player with demonstrated ability to successfully build trusting relationships with staff and stakeholders.
- Commitment to Alliance's mission and a passion for improving urban public education.
- Strong sense of integrity, ethics, and drive to achieve and grow.
- Spanish language fluency is a plus.

Office Manager (classified staff): Essential functions include, but are not limited to:

- Maintains a welcoming atmosphere in the school office for parents, students, staff, and visitors.
- Maintains employee time reporting and student attendance records.
- Responsible for school bookkeeping, equipment and textbook inventory systems.

- Develops and recommends procedures for the compilation, maintenance, and presentation of data and maintains data used to assist in the determination of school policies, procedures, and programs.
- Supervises the installation and maintenance of complex clerical procedures, including the preparation of instructions, dissemination of information, and functional supervision of the implementation of the procedures.
- Maintains clerical procedures, performance standards, office records, and related matters in order to advise the principal.
- Explains school policies and procedures and speaks for an administrator in personal and telephone contacts and meetings.
- Prepares correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others.
- Searches records and obtains information from other schools, offices and agencies.
- Acts as the office resource in technology-related matters.
- Performs related duties as assigned.

Education and Experience:

- BA or AA and/or 4-5 years applicable work experience is preferred.

Skills, Beliefs, and Mindset:

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint) – advanced experience with Excel.
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills.
- Ability to learn quickly.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

Office Clerk (classified staff): Essential functions of office personnel include, but are not limited to:

- Receives calls and inquires, provides information, and makes proper referrals.
- Greets the public, guests and directs them to proper destinations.
- Processes incoming and outgoing mail.
- Prepares and maintains files.
- Photocopies correspondence, memos, reports, etc.
- Maintains adequate office supplies.
- Performs related duties as assigned.

Requirements:

Education and Experience:

- Completion of high school or the equivalent.
- 6-12 months of relevant experience.

Skills, Beliefs, and Mindset:

- Operate telephone equipment.
- Maintain accurate and orderly records.
- Develop and maintain effective working relationships.
- Friendly outgoing personality.
- Ability to multi-task and collaborate in a fast-paced environment.
- Proficient in Microsoft Suite, including Word, Excel, Outlook.
- Prior school office experience desired.
- Knowledge and familiarity of PowerSchool, Global Scholar Pinnacle, and TeleParent desired.
- Typing of 45+ words per minute.
- Bilingual, fluent English-Spanish speaker preferred.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education

Technology Assistant (classified staff): Essential functions include, but are not limited to:

- Work cooperatively with school staff and faculty in assisting and resolving user technical problems.
- Provide technical support to users regarding hardware, software, and network related problems.
- Provide hardware and software installation, configuration, maintenance, and upgrades to both computers (Windows & Mac) and networks (Windows).
- Document technical and network related problems.
- Prepare hardware, software, and procedural documentation.
- Maintain records and prepare reports related to equipment inventory, maintenance, installations, warranties and system defects.
- Assist administration in educating staff on usage of technology through regularly scheduled professional development.
- Participate in discussions involving vendors, suppliers and Alliance personnel regarding parts, equipment and program operations and new technology.
- Maintain current knowledge of technological advances in computers and peripheral equipment, software, operating systems, and networks.
- Collaborate with Director of Information Technology to ensure proper maintenance of hardware, software, and other technical equipment.
- Cross training with other technicians.
- Perform other related job duties as assigned.

Requirements:

Education and Experience

- A High School diploma is required. An Associate's Degree in computer science, information systems, or a related field from an accredited college or university is preferred.
- One to three years of experience in the maintenance, installation, configuration, upgrades of hardware, software, and operating systems of computers and local area networks.

Skills, Beliefs, and Mindset:

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBooks, iPads and PC laptops.

- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills.
- Ability to learn quickly.
- Experience with PowerSchool and *Illuminate* or equivalent assessment platform
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

Parent Engagement Specialist (classified staff): Primary job duties include organizing the school's parent volunteer program to secure active and meaningful parent engagement at school and at home; educating parents to support learning and college-readiness; supporting recruitment and fundraising activities.

Essential functions include, but are not limited to:

- Plan, carryout, and evaluate parent engagement activities in partnership with school staff members and community partners
- Establish a regular workshop series and serve as the school's parent educator
- Identify and promote parent volunteer activities
- Create a welcoming school environment
- Establish and staff the school's parent center
- Refer families to school and/or community resources
- Train parent leaders to support charter advocacy activities
- Support school recruitment activities
- Support school fundraising activities
- Participate in professional development
- Satisfy reporting requirements
- Provide translation services when needed
- Perform related duties as assigned

Requirements:

Education and Experience:

- A Bachelor's Degree or currently enrolled as an undergraduate at an accredited college or university.
- 2 years of related experience.
-

Skills, Beliefs, and Mindset:

- Parent engagement strategies to support learning and college-readiness.
- K-12 instructional and assessment strategies.
- Competent oral and written English usage.
- Proficiency in Microsoft Office.
- Oral and written Spanish language usage preferred.
- Lead planning efforts and implement and evaluate parent engagement programming.
- Serve as the school's parent educator and facilitate educational workshops.
- Train parent leaders.
- Collaborate with school leaders, teachers, staff, parents and community members.
- Promote the school and recruit new students and families.

- Fundraise
- Speak in front of large groups of school and community stakeholders.
- Prepare annual reports.
- Record and maintain various written records.
- Follow verbal and written instructions

Instructional Assistants (classified staff): Essential functions include, but are not limited to:

- Works with individual students or small groups to reinforce learning material or skills introduced by the teacher.
- Operates and cares for equipment or instructional materials used in the classroom for instructional purposes.
- Helps student master equipment or instructional materials assigned by the teacher.
- Distributes and collects workbooks, papers, and/or instructional materials as directed by the teacher.
- Guides independent study, enrichment work, and remedial work as assigned by the teacher.
- Assists with the supervision of students during meals, emergency drills, assemblies, break periods, or field trips.
- Assists with the supervision of daily routines and schedules.
- Provides information and assistance to a substitute teacher should one be assigned.
- Participates in appropriate staff development as required to ensure professional growth.
- Participates in staff meetings as required by the job assignment.
- Performs other duties as assigned.

Requirements:

Education and Experience:

- Completion of at least 48 college semester units or 60 college quarter units. Associate's degree preferred
- 0-2 years of experience developing caring relationships with students in a school setting

Skills, Beliefs, and Mindset:

- Knowledge of appropriate and effective approaches to discipline.
- Knowledge of school objectives, policies and regulations.
- Ability to work with students and staff in maintaining a safe and welcoming school campus.
- Ability to establish and maintain cooperative relationships with all members of the school community.
- Follow verbal and written instructions.
- Ability to work cooperatively with others and maintain a positive attitude in the work environment.
- Ability to use good judgment in problem-solving and decision-making
- Use time productively.
- Ability to follow district policies and procedures.
- Ability to accept supervisory direction and desire to improve job skills.
- Ability to demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents, and visitors to the school.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.

- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

Campus Assistants (classified staff): Essential functions include, but are not limited to:

- Develops appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
- Assists in supervising student activity areas during the break and lunch periods.
- Assists in general supervision of the campus as directed by the principal.
- Communicates and enforces school policies and procedures regarding student behavior and discipline; reports incidents to administrators where appropriately.
- Intervenes to deter and modify inappropriate student behaviors of a relatively minor nature; reports serious infractions to administration for possible disciplinary action.
- Positively interacts with parents and other members of the school community.
- Performs related duties as assigned.

Requirements:

Education and Experience:

- High School Diploma or equivalent.
- 0-2 years of related experience.

Skills, Beliefs, and Mindset:

- Knowledge of appropriate and effective approaches to discipline.
- Knowledge of school objectives, policies and regulations.
- Work with students and staff in maintaining a safe and welcoming school campus.
- Establish and maintain cooperative relationships with all members of the school community.
- Follow verbal and written instructions.
- Belief in and alignment with Alliance's core beliefs and educational philosophy
- Excellent communication skills, both verbal and written.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Belief in and alignment with Alliance's core beliefs and educational philosophy
- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

Custodian (classified staff): Essential functions include, but are not limited to:

- Ensures classrooms, restrooms, and common areas are cleaned and maintained.
- Cleans, dusts, and wipes furniture; empties waste receptacles, replaces light bulbs.
- Sweeps, scrubs, mops, seals, waxes, and polishes floors and stairways.
- Cleans and sanitizes restrooms using established practices and procedures, and replenishes supplies.

- Vacuums and shampoos carpets, and strips, cleans, buffs and applies floor sealer and floor finish to hard surface floors.
- Washes windows.
- Secures the building in the evening.
- Performs small painting jobs and minor building, yard, and outdoor maintenance.
- Cleans lunch area daily.
- Arranges chairs and tables daily.
- Orders cleaning products and maintains stock.
- Cleans vents, light fixtures, walls, and ceilings.
- Assists with the setup of facilities for meetings, classrooms, conferences, events, etc.
- Uses and maintains assigned power equipment and hand tools; buffers, auto scrubbers, extractors, high pressure washers, high speed buffers and vacuums, brooms, mops, and squeegees for the cleaning and general maintenance of floors, walls, carpets, furniture, etc.
- Performs related duties as required.

Requirements:

Education and Experience:

- No requirement.

Skills, Beliefs, and Mindset:

- Ability to read, write and comprehend Basic English.
- Ability to operate floor polishers, buffers and shampooers.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

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.

Policies and Guidelines

Each Alliance school has a School Safety Plan that describes the safety procedures specific for the school. Our school develops its School Safety Plan with the guidance of local law enforcement, school administration, and classified staff in order to prepare for natural disasters and emergency situations on the school campus (e.g., fire, earthquake, lockdown, terrorist threats, power outages, responses to criminal incidences, and gun-related incidents). Training on the School Safety Plan is provided to all school staff members annually. All schools and classrooms are equipped with emergency supplies.

An evacuation map is posted in every classroom. Emergency drills (e.g., earthquake drills, fire drills, lockdown drills), are conducted throughout the school year so that all staff and students will be prepared should an emergency occur.

In addition, in order to provide for the safety of all students and staff, Collins has adopted and shall implement student health and safety guidelines and policies that are reviewed regularly with staff and that address the following:

- How the school will maintain campus safety;
- Emergency response (including natural disasters and emergencies, including fires and earthquakes;
- Child abuse identification and reporting as mandated by federal, state, and local agencies;
- CPR/first aid training in emergency response, including “first responder” training or its equivalent as appropriate;
- The administration of prescription drugs and other medicines;
- Blood borne pathogens;
- Immunization requirements that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools;
- Student health screenings for vision, hearing and scoliosis, as applicable under CA Ed Code section 49450 et seq.;
- The school is functioning as a drug, alcohol and tobacco-free workplace;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (e.g., food services, transportation) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.

In addition, Charter School will adhere to the Establishment Clause of the First Amendment on separation of Church and State. Any lease arrangement with a church may not advance or inhibit religion, nor give rise to excessive government entanglement with religion.

Custodian of Records

Alliance’s Vice President of Human Resources, Human Resources Director, and Human Resources Manager serve as the Custodian of Records per California Department of Justice requirements. The Alliance Human Resources department maintains all School employee records.

Health and Wellness

Collins is committed to establishing a positive school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The school participates in the National School Lunch Program (NSLP), a federally-assisted meal program operating in public and nonprofit private schools and residential child care institutions. The NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. Collins and its food vendor comply with the federal and state regulations/requirements of the program.

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.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at COLLINS to communities in Los Angeles Unified School District, including those that serve diverse populations.
- Publicize COLLINS through flyers, the Alliance website, the school website and notices to neighborhood schools and families about available openings.
- Target a diverse set of students throughout the student recruitment process in order to achieve and maintain the LAUSD ethnic balance goal upon enrollment.

Collins will make every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Schedule of Events

- School tours: October, December, February, April
- School information sessions: October – July
- Student orientation session: July – first week of August

Information sessions and school tours will be advertised on the school's website and through direct mail to the parents of students who attend elementary, middle and high schools in the target community, and using postcards and flyers (printed in English and Spanish) distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries and other local schools. Information sessions will be conducted in English and in Spanish and held at different venues throughout the community.

Collins will conduct annual student orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for this orientation session is one weekday and/or one Saturday in July or August.

Outreach Materials

Annual outreach will include:

- Posting banners in front of the school announcing, "now enrolling"
- Distributing printed flyers announcing major activities such as: the enrollment period, deadline for applications, dates and times of information sessions.
- Information sessions and school tours will include information on the school's performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

Collins will make every effort to recruit and maintain students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD by targeting enrollment and marketing efforts to surrounding communities. Information with regard to race and ethnicity of students is not, however, gathered until students have been enrolled.

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.

Admission Requirements

Each student interested in enrolling at Collins must be a resident of California and submit an application form to the school. If the number of interested students exceeds the number of seats available by the application deadline, admittance shall be determined by a public random drawing.

Student Recruitment

The intent of Collins is to serve students living in and attending schools within a 4-mile radius of the campus. As such, the school's marketing efforts will be targeted to students residing in the community or attending schools in the community served, which includes primarily students within LAUSD.

Neighboring schools and communities targeted include, but are not limited to the areas served by the following schools:

Collins is committed to serving all students. As detailed in Element 7, the Outreach Plan includes targeted efforts to recruit all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in admission. This includes students who are at risk of low achievement, economically disadvantaged students, and students with disabilities.

Methods of recruiting students may include:

- Announcements mailed to families attending neighboring elementary, middle and high schools
- Marketing brochures and flyers (in English and Spanish) distributed throughout the local community
- Local newspaper announcements
- Open houses and information sessions at the school site
- Open House at the school site prior to the opening of school
- The use of English and Spanish collateral and materials.

Lottery Preferences and Procedures

Existing students are guaranteed admission in the following school year and are exempt from the public random drawing (lottery).

During the lottery, the following preferences shall be extended:

- Siblings currently attending Collins. (Siblings must share at least one biological parent or legal guardian.)
- Children of current Collins staff members not to exceed 10% of total enrollment.
- Students living within the boundaries of the Los Angeles Unified School District.

In an effort to keep families together, in situations where siblings apply to Collins together and they do not have any other siblings currently attending Collins, if one of the children gains admission, he/she will automatically be considered a currently enrolled student and lottery preferences would apply.

Application Form

Each student interested in enrolling at an Alliance school must submit an application form to the school before the application deadline. There must be one application for each child. Applications received after the deadline shall be placed on the waitlist in the order they are received.

Open Enrollment Period

The open enrollment period for the upcoming school year will start at the beginning of October of the current school year and last until the lottery takes place (as needed), and no later than

May 30. Parents/guardians of students who submitted applications and interested parties will be provided information about the timeline and procedures to be followed during the open enrollment and lottery process upon request. This information will be made available verbally, online and in print form.

Lottery Procedures

The lottery will be held on Collins's campus unless a larger venue is required. If needed, the lottery will take place on a weekday afternoon or evening or during the weekend to help ensure all interested parties can attend. The specific date, time and location will be determined one week following the application due date, and will be communicated to families and interested parties verbally or through written communications (e.g., text messages, emails, postings in school main office) as needed. Lottery procedures will be followed and related materials will be made available upon request. Interested parties are welcome to observe the random public drawing should one be necessary.

If the number of applicants exceeds the number of available seats on the application due date, a lottery will be hosted and the applicants will be randomly drawn to fill the available seats. The lottery will follow the school's lottery preferences. Applicants that are not accepted during the lottery will be placed on the waitlist in the order their names are drawn. All applications and a record of the order in which they are drawn will be kept on file at the Charter School. The Charter School may choose to conduct the lottery using an online enrollment system. The online enrollment system allows families to apply online and allows the school to run the lottery using a secure computer algorithm so that rules and lottery preferences are followed every time and families can be assured of an equitable process.

After the offered list is set, a waitlist shall be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. The school can utilize the online enrollment system to manage the waitlist to ensure seats are offered to students in the order they appear on the waitlist.

Communication

The offered list and waitlist will be made available following the lottery (if needed) and upon request. Parents/guardians of applicants on the offered list and waitlist will be contacted by designated school office staff via phone and/or in writing. Multiple communications on different days will be attempted. Communication attempts will be logged by school staff.

Parents/guardians of applicants will have 5 school days from initial contact to respond to the designated contact person. The parents can respond via phone, in writing or by accepting the seat through the online enrollment system. If parents do not respond within the timeline, the applicant will be removed from the waitlist and the next applicant's parents/guardians on the waitlist will be contacted. We use an enrollment database system to log and document the fair execution of our lottery and waitlist.

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

As per the Administrative Services Agreement with the Alliance College-Ready Public Schools, the Alliance Home Office Chief Business Officer, in coordination with the Alliance Audit Committee, is responsible for the selection of a qualified independent auditor to conduct the required annual financial audit. The auditor is retained by the Alliance accounting team, led by its Controller and Chief Business Officer, to coordinate the completion of an annual audit of the school’s financial books and records.

The selection process will include confirmation that any recommended firm be on the State Controller’s list of approved auditors to conduct charter school audits. The Charter School Board of Directors considers a resolution annually providing the Alliance Audit Committee the authority to select the financial auditor. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. All audit services are handled centrally by the Alliance Accounting Team, as per the school’s Administrative Services Agreement with the Alliance.

Any deficiencies, findings, material weaknesses, or audit exceptions are reported to Alliance Audit Committee. The Alliance Accounting Team, led by its Controller, will work with the school's leadership and Charter School Board of Directors, to immediately develop and implement a corrective action plan. Any such exception, as well as the corrective action plan, will be reviewed at the December Charter School Board of Directors meeting.

The Controller ensures that the auditor sends the completed audit to the required agencies by the statutory deadline. As per relevant requirements, the school's audit is submitted to the State Controller, County Office of Education, California Department of Education and LAUSD.

As outlined in prior sections, the Alliance provides specific back-office services to the Charter School, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Alliance also provides oversight and monitors adherence by the Charter School Board of Directors to the charter process and any applicable law. The Alliance maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.

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.

Involuntary Removal – General Provisions

No student shall be involuntarily removed (i.e., disenrolled, dismissed, transferred, or terminated) by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the 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. For all involuntary removals, including dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

As further described later in Element 10, for involuntary removals for disciplinary reasons, the Charter School shall follow the following procedures:

- For suspensions of fewer than 10 days, the Charter School will 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.
- For suspensions of 10 days or more, the Charter School will provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. Additionally, the Charter School will provide a hearing adjudicated by a neutral panel. The pupil and pupil's parent/guardian shall be notified 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.

Student Discipline System

The Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Collins. Although the Charter School is exempt from Education Code section 48900 et seq., the policy, procedures and grounds for suspension/expulsion are based on Education Code 48900 et seq. As required by the Modified Consent Decree (MCD), Alliance schools also follow the District's Discipline Foundation Policy, including the school-wide positive behavior supports, alternatives to suspension (e.g., behavioral contracts, student detention, parent conferences, counseling), and restorative justice. At the beginning of each school year, the principal or administrative designee (e.g., assistant principal, dean of students) will provide professional development to school staff in order to communicate and model the school's discipline policy to the school community. The focus of the training will be around ensuring school practices are consistently applied and may address topics such as: school-wide behavior expectations, the school's philosophy around positive behavioral intervention & supports and/or restorative justice, and procedures for addressing student behavior issues in classrooms. Throughout the school year, administrators and staff will regularly review school-wide and subgroup discipline data to identify areas to improve upon its practices and provide additional training and support as needed to prevent and mitigate the need for future disciplinary measures.

Collins develops, maintains, and implements a comprehensive student discipline policy. The discipline policy is not biased or discriminatory, and follows the principles of due process. In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of applicable state and federal laws.

By signing the school's Parent-Student Handbook, students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance.

Collins believes in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior supports to provide students with opportunities to improve. These include, but are not limited to: positive recognition, restorative practices (e.g., restorative circles, mediation, regular conferencing), increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making. The school will have access to a student discipline dashboard to track and monitor student suspensions and expulsions on a regular basis.

Students who violate the school rules are subject to, but not limited to the following progressive actions:

- Verbal warning
- Phone call to parent/guardian
- Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day, one-to-one assigned technology)
- Detention
- Conference with student and parent/guardian
- Suspension

- Expulsion

Grounds for Suspension and Expulsion

Alliance Collins Family College-Ready High School has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, a student may be suspended or expelled for prohibited misconduct, as outlined in the matrix, if the act occurs:

- 1) While on school grounds,
- 2) While going to or coming from school,
- 3) During the lunch period whether on or off the school campus,
- 4) During, or while going to or coming from, a school-sponsored activity.

Suspended students and students in in-school suspension shall be excluded from participating in all school and school-related activities unless otherwise agreed upon by the principal or administrative designee (e.g., assistant principal, dean of students) and the parent/guardian during the period of suspension. The maximum number of days for out-of-school or in-school suspensions will not exceed five (5) school days per incident and ten (10) school days in one academic year for students with Individualized Education Programs (IEPs) or twenty (20) school days in one academic year for general education students .

Expelled students shall be excluded from participating in all school and school-related activities.

LAUSD Suspension and Expulsion Matrix

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus . [E.C. 48915(c)]	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]	Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, or during, or while going to or coming from, a school-sponsored activity . [E.C. 48915(b) and (e)]
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school activities (school-wide activities; issued only by an administrator) E.C. 48900(k); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following **additional findings**: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

Source: *Los Angeles Unified School District Student Discipline & Expulsion Support Unit (August 14, 2014)*

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

The offenses noted above are annotated excerpts from Education Code Section 48900. The school will use the above referenced grounds and procedures in determining suspension and expulsion.

Not Grounds for Suspension/Expulsion

Collins's policy prohibits suspension and expulsion from being used as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k).

Suspension Procedures

Rules and Procedures

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Suspension is preceded by a conference conducted by the principal or administrative designee (e.g., assistant principal, dean of students) with the student and the student's parent/guardian. The conference may be omitted if the administrative staff 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 the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible.

Notice to Parents/Guardians

At the time of suspension (both out-of-school and in-school), the principal or administrative designee will contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in the primary language of the guardian. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time the student may return to school. The principal or administrative designee shall request to confer with the parent/guardian regarding matters pertinent to the suspension; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion from the school.

In-school suspensions will be served in either the school's main office or in an open classroom and will be supervised by a credentialed staff member. During in-school suspensions, the student's teachers will provide coursework to be completed in the in-school suspension setting.

Length of Suspension

Suspensions (both out-of-school and in-school), when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students with IEPs shall not be suspended for more than a total of ten (10) school days in a school year unless a suspension has been extended pending an expulsion hearing, post a Manifestation Determination Review (MDR). During the term of the suspension, Collins shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension may be offered an interim placement at an LAUSD school, another Alliance school, or coursework from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days pending an expulsion hearing.

Suspension Appeals

The suspension of a student is at the discretion of the principal or administrative designee. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal shall be submitted in writing to the Alliance Home Office Chief Schools Officer, and shall be heard if requested within five (5) school days of the notification of suspension by the principal or administrative designee. Upon consideration of the evidence presented in the appeal, the Chief Schools Officer's decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Expulsion Procedures

Rules and Procedures

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee.

Authority to Expel

A student may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the Collins School Board of Directors ("School Board"). The Expulsion Panel shall be selected by the Board Chair and will consist of Alliance College-Ready Public Schools and Alliance's affiliated schools' staff. The members of the Expulsion Panel shall meet the following criteria:

- 1) The members shall have no knowledge or previous familiarity of the student or situation, and
- 2) The members are not school employees.

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or administrative designee provides written notice of the hearing to the student and the student's parent/guardian within ten (10) calendar days before the date of the hearing. The notice shall be in the primary language of the guardian. The notice will include information regarding reasonable accommodations and language support, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocates, and other due process protections and rights. As necessary, the notice will also provide special rules and procedures for incidents involving sexual assault and/or battery (e.g., provide complaining witness with a copy of applicable disciplinary rules and advisement of rights, postponement of expulsion hearing for one school day to accommodate the special physical, mental and emotional needs of complaining witness, provide a nonthreatening environment for complaining witness to speak freely and accurately of his/her experiences, breaks during testimony as needed, advisement of complaining witness and accused pupil to refrain from personal or telephonic contact). The documentary evidence packet shall be made available to the student and/or parents/guardians upon request.

An audio recording of the hearing and proceedings will be created and retained.

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 in which reasonable persons can rely in the conduct of serious affairs. A determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

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. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to expel and the student is still enrolled, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or administrative designee shall send to the student and parent/guardian written notice of the decision to expel. The notice shall be in the primary language of the guardian. This notice will include the findings of fact, recommendations, referral to alternative placement, recommended rehabilitation plan, recommended expulsion order and appeal procedures. This notice to expel a student will be sent by certified U.S. mail. Records of the proceeding will be made available at anytime upon request to the Principal.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the principal who will inform the School Board Chair. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present his/her appeal either verbally or in writing. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board Chair. Panel members shall not be school employees (they may be Alliance Home Office employees or staff members from other Alliance schools), shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. The notice shall be in the primary language of the guardian. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Alternative Placement

In the event of a decision to expel a student, the school will work cooperatively with student's home school district, the county and/or other schools to find alternative placement for the student.

Rehabilitation Plans

Pupils who are expelled from an Alliance school shall be given a rehabilitation plan upon expulsion as developed by the Expulsion Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Alliance school for readmission.

Readmission

The school shall receive the documentary evidence from parents/guardians or LAUSD as per the student's rehabilitation plan in the findings of fact. This evidence will be reviewed to determine if the plan's requirements have been met to allow for readmission. Upon completion of the readmission process and pending the availability of open seats, the school shall readmit the pupil, unless the school's principal 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 school, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Upon completion of the readmission process and a determination that the student has met the terms of the rehabilitation plan, the school shall reinstate the student upon the conclusion of the expulsion period in a timely manner pending the availability of open seats.

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.

Retirement Benefits

CalSTRS and CalPERS contributions are reported through the Los Angeles County Office of Education (LACOE). The Charter School will continue its participation (under its existing County-District-School (CDS) code) in these programs for the duration of its existence and operation.

STRS - All certificated employees who are eligible participate in the State Teachers Retirement System (CalSTRS). Eligible certificated employees deposit a percentage of their pre-tax creditable earnings in CalSTRS and the School matches this contribution. As of 7/01/2017, certificated employees contribute 9.205% (if subject to PEPPRA) or 10.25% (if not subject to PEPPRA) and Collins contributes 14.43%. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS - All classified employees who are eligible participate in the Public Employees Retirement System (CalPERS). Eligible classified employees deposit a percentage of their pre-tax creditable earnings in CalPERS and that the School matches this contribution. As of 7/01/2017, employees contribute 6% (if subject to PEPPRA) or 7% (if not subject to PEPPRA) and Collins contributes 16.60%. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others - Collins participates in Old Age Survivor Disability Insurance (OASDI) for non-PERS/STRS eligible part-time employees. The Collins School Board of Directors retains the option to consider any other public or private retirement plans, such as the

Public Agency Retirement System (PARS), 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 public charter school authorized to operate within the boundaries of the Los Angeles Unified School District, Alliance Collins Family High School provides a quality alternative to attending District schools. Students may choose to attend other public schools in the district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of LAUSD.

Alliance Collins Family High School is a school of choice; no student is required to attend. This information is communicated to families through informational meetings.

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
Alliance Collins Family College-Ready High School
2071 Saturn Avenue
Los Angeles, 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

Director/Principal
Alliance Collins Family College-Ready High School
2071 Saturn Avenue
Los Angeles, 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.

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.

In the event that the Charter School closes, the Alliance Home Office Chief Business Officer, supported by the Alliance Charter Management Organization's (CMO) Controller, will serve as the Charter School's closure agent.

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).)

ADDENDUM

Assurances, Affirmations, and Declarations

Alliance Collins Family College-Ready High School (also referred to herein as “Collins” 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.¹⁵

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.

¹⁵The 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 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.

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)(I).)

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
Alliance Collins Family College-Ready High School
20171 Saturn Avenue
Huntington 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

Director/Principal
Alliance Collins Family College-Ready High School
20171 Saturn Avenue
Huntington 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.

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, inception, 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).)