



**LAUSD BOARD  
APPROVED**



**11/07/17  
(BR 154-17/18)  
TERM: 2018-2023**

**Alliance College-Ready  
Middle Academy No. 12**

**Los Angeles Unified School District**

**Charter Renewal Petition  
Submitted September 12, 2017**

**Request for Five-Year Renewal Term  
July 1, 2018 to June 30, 2023**

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\*Note: All District Required Language throughout this petition is highlighted in grey, as required.

## Assurances, Affirmations, and Declarations

Alliance College-Ready Middle Academy No. 12 (also referred to herein as “ACRMA 12” 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.

<b>GENERAL INFORMATION</b>	
The contact person for Charter School is:	Robin Manly, Principal
The contact address for Charter School is:	Alliance College-Ready Middle Academy No. 12 131 E. 50 <sup>th</sup> Street Los Angeles, CA 90011
The contact phone number for Charter School is:	(323) 238-7270
The proposed address or ZIP Code of the target community to be served by Charter School is:	90011
This location is in LAUSD Board District:	7
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	6-8
The number of students in the first year of the renewal term will be:	450
The grade level(s) of the students in the first year will be:	6-8
Charter School's scheduled first day of instruction in 2018-19 is:	August 6, 2018
The enrollment capacity is:	450
The type of instructional calendar:	Extended day/year
The bell schedule for Charter School will be:	7:45 a.m. – 3:30 p.m.
The term of this Charter shall be from:	July 1, 2018 – June 30, 2023

### **Community Need for Charter School**

While some might consider the zip codes of South Los Angeles only in terms of high crime, high poverty, high density, the South Park area is an evolving urban community with Alliance College-Ready Middle Academy 12 shining as one of its brightest lights. Our mission of service to a historically underserved area and our belief in improving educational outcomes for students of color, speak to both the need and pride of the hundreds of families in our surrounding community.

The fact that our students and parents face all the classic challenges that correlate with difficulty in achieving educational success is part of our daily reality, but does not keep us from such milestones as WASC accreditation, which is rare for any middle schools. There are higher levels of poverty and crime and lower levels of education in the small South Park community as compared to the state and county of Los Angeles as a whole, but this high need is what fuels our work. The elementary and middle schools which currently serve our area have historically performed well below state averages, but ACRMA12 students are making tremendous gains

both socially and academically. This points to the fact that area students need access to a school where they can have the support needed to excel.

ACRMA12 is a mirror of our South Park neighborhood, with a demographic mix of 97% Hispanic students, 2% African-American students, and 1% White and Asian students. When compared to surrounding district middle schools and charter middle schools, however, our students are achieving at a markedly higher level despite the fact that our student population is 98% Free and Reduced Lunch and over 90% of our 6<sup>th</sup> graders enter below grade level and 66% enter 4 or more years below grade level (according to internal beginning of year Lexile data).

Since our opening in fall 2013, we have built a reputation for being a safe and nurturing learning environment for middle school-aged children of the South Park community. The community need for Alliance College-Ready Middle Academy 12 is great and ongoing. The fact that we continue to serve many dozens of siblings each year, along with students of very diverse needs, demonstrates that we have implemented the foundations for a sustained and successful learning environment.

The ACRMA12 instructional model is a successful blend of direct instruction and the use of technology. Our students have access to 1:1 technology throughout the instructional day. Teachers are able to give instant feedback to students through programs such as *Actively Learn*. Adaptive programs such as *Achieve 3000* offer a personalized platform for all students to practice reading and responding to non-fiction text. This allows our students to far outpace the 62-point national average in terms of Lexile growth. The rotational model further enables personalization, one of the Alliance core Commitments for Exceptional Teaching, where students thrive through teachers' thoughtful scaffolding and differentiation in response to individual student need. As global citizens with college-ready expectations, all students also complete training in digital citizenship during their 6<sup>th</sup> grade year to enable them to more successfully navigate the digital world.

An area of distinction noted in our WASC accreditation was our strong and welcoming campus culture. The 0% suspension rate at ACRMA12 is the result of a strong counseling program and school-wide Positive Behavior Interventions and Supports (PBIS). A full-time Parent Engagement Specialist works closely with our school counselor in our Academic Resource Center (ARC). Weekly teacher and counselor check-ins with students during daily Advisory classes is a central part of our relationship building with students. Each month, Saturday academies for parents allow us to develop the same knowledge base in parents, which in turn helps them build their parenting, communication skills, and support for college-awareness.

The vibrancy of the South Park community has become interwoven with the inclusive ACRMA12 community. This goes far beyond the thousands of people over the past few years who have attended our health fairs, immunization clinics, and immigration rights rallies. Our connection shines the brightest in our consistently full enrollment and the ever-increasing number of siblings who enter our doors each year. The generational aspect of our program helps parents maintain an educational focal point and strengthens our lines of communication. As more and more older siblings transition to college-preparatory high schools, the college-going message at ACRMA12 grows even stronger.

## SCHOOL PERFORMANCE OVER CHARTER TERM

### CAASPP

In four short years of operation, ACRMA12 has outperformed comparison schools on the CAASPP and we have demonstrated our ability to produce strong academic outcomes for the students in South Park. In fact, higher achievement levels are true in ELA and mathematics for all students, as well as those who are economically disadvantaged, those who have been reclassified as Fluent English Proficient and, in ELA, those most vulnerable students who have IEPs. In the two years of CAASPP administration, ACRMA12 has also grown in both ELA and Math.

### CAASPP ELA - % students scoring 3 or 4 (Standard Met/Exceeds Standard)

(from CDE website)

	2014-15		2015-16		2016-17	
ELA	CRMA 12	Resident	CRMA 12	Resident	CRMA 12	Resident
All	26	15	33	16.5	32	17.5
6th Grade	24	13	27	14	24	14.8
7th Grade	26	16	39	17	25	18.9
8th Grade	-	17.5	33	21	47	19
English Learner	2	1	1	1	0	0.6
Students with Disability	4	0	11	1.5	10	0.9
Hispanic or Latino	25	16	33	18	32	18.2
Black/African American	19	11.5	18	8	*	9.3
Economically Disadvantaged	26	15.5	32	16.5	32	17.8

\*subgroup includes only 10 students

This is the set of resident schools used in all data tables throughout this petition:

Los Angeles Academy Middle
George Washington Carver Middle
William Jefferson Clinton Middle
John Muir Middle
Barack Obama Global Preparation Academy
Mary McLeod Bethune Middle

School-wide, about one-third of all students score in the top quartiles on the CAASPP, a figure that is more than double most local neighborhood middle schools and about 5% higher than middle schools in general in the Los Angeles area, regardless of demographic. Our youngest students score about 27% met and exceeded on the CAASPP. By the time these students enter their 7<sup>th</sup> and 8<sup>th</sup> grade years, this figure rises several more percentage points due to our focus on students' individual needs in terms of literacy. The pattern of achievement in ELA is similar to that of our school-wide data, with students at all grade levels scoring higher than neighboring middle schools and higher than middle schools in the Los Angeles area.

Instructionally, the ELA program at ACRMA12 is not one-size-fits-all. Although all students have an English-Language Arts class, there are other courses such as ELD and Drama that improve students oral as well as written fluency. Every five weeks – the length of one grading period – teachers meet in grade-level teams to specifically discuss student ELA and math data, and tailor additional courses specifically to students' needs. These courses are skill-based in such areas as disaggregating prompts, non-fiction reading, and reading historical fiction.

In ELA, students have also benefitted from our school-wide instructional focus on close reading and writing with evidence. Since the inception of CAASPP testing, ACRMA12 has outscored the neighboring schools in ELA despite drawing from the same feeder elementary schools. Although we have always used achievement data to set learning targets, we are closing the achievement gap even further by implementing data meetings in ELA and history (where skills needs are similar) to look at common student writing samples, target errors, and develop re-teaching strategies. In addition, our observation and coaching cycle is revolving around strategies for close reading and writing with evidence as pathways to even stronger reading.

One of the most persistent areas of focus at ACRMA12 involves our most vulnerable students and how they are growing at our school. Only about 1% of English Learners score at the top quartile of CAASPP scores, a figure that is consistent with our neighboring middle schools and middle schools in the Los Angeles area. Interestingly, though, ACRMA12 has had sustained growth in the number of students who have achieved Redesignated Fluent English Proficient (RFEP) status. These students have been bolstered by our solid English Language Development classes and a series of close monitoring steps, such as regular goal-setting and Lexile reviews.

The population of African-American students at ACRMA12 remains almost identical to the 2% census figures for the South Park area. This population of students is scoring at about 18% met and exceeded on the CAASPP. This figure is more than double the achievement rate at nearby Carver Middle School (8%) and nine times larger than the achievement rate at nearby Clinton Middle School (2%). While the ACRMA12 achievement figure for African-American students in Los Angeles area middle schools, this is a rate that has stayed fairly static for two years. To help address that fact, we have adopted Expeditionary Learning, a very culturally diverse and rigorous ELA curriculum that emphasizes student participation as well as reading and writing. In addition, our school counselor regularly holds special-interest groups to address often-overlooked topics such as self-esteem.

When considering our most vulnerable students, however, a bright spot is definitely within the area of our students in Special Education. Our top-quartile CAASPP achievement scores doubled in one year to 11%, a figure that is five times larger than area middle schools and most neighboring middle schools. Using Welligent and other tools, our resource teachers share data with their general education colleagues and model best practices in co-teaching and managing accommodations in the classroom. We also use more specialized adaptive reading programs such as Reading Plus, an online program that also teaches print tracking. As an Option 3 school, our full-inclusion model allows for wide-ranging grouping that can be specialized to students' educational and social needs.

**CAASPP MATH- % students scoring 3 or 4 (Standard Met/Exceeds Standard)**

(from CDE website)

	2014-15		2015-16		2016-17	
Math	CRMA 12	Resident	CRMA 12	Resident	CRMA 12	Resident
All	16	10.5	24	13	24	12.9
6th Grade	19	10	34	8	24	9.2
7th Grade	14	9.5	29	13.5	27	12.8
8th Grade	-	13.5	8	14	19	13.3
English Learner	0	0.5	1	1	0	0.4
Students with Disability	0	1	0	1	3	0.4
Hispanic or Latino	N/A	11	N/A	14.5	N/A	13.2
Black/African American	6	5	6	2.5	*	4.9
Economically Disadvantaged	16	10.5	24	14	24	13.2

\*subgroup includes only 10 students

School-wide, about one-fourth of all students score in the top quartiles on the CAASPP in mathematics, a figure that is 12 to 21 percentage points higher than local middle schools and almost 10 points higher than middle schools in general in the Los Angeles area, regardless of demographic. This is despite the fact that ACRMA12 draws from more than 60 elementary schools, markedly more than neighboring schools.

In Math, students have particularly benefitted from the part of our school-wide instructional focus that hones in on evidence and justification as Common Core math draws heavily from the skills in ELA. We are working to close the achievement gap even further by refining our approach to our College-Preparatory Mathematics curriculum to fill foundational gaps in number sense and operations and implementing Math data meetings to specifically target error analysis and re-teaching strategies. Observation and coaching around both teaching and re-teaching are also carried out on a regular basis to help teachers assimilate and implement their curriculum.

As with our ELA program at ACRMA12, math instruction is not one-size-fits-all. Math teachers have a common planning period and meet in their content team every two weeks to work through examples of various problems to anticipate skill gaps and misconceptions. Every five weeks teachers meet in grade-level teams to specifically discuss math and ELA data at the student level, and tailor additional courses specifically to students' needs. These courses are skill-based in such areas as using a number line, ratios and proportions, operations with fractions, and how to read and use charts, graphs, and maps.

As with ELA, our most persistent areas of focus at ACRMA12 revolve around our most vulnerable students and how they are growing in math. Only about 1% of English Learners score at the top quartile of math CAASPP scores, a figure that is consistent with our neighboring middle schools and middle schools in the Los Angeles area. This is consistent with ELA scores and points to ongoing difficulties in literacy, as Common Core math is largely based in language and justification.

Our African-American students are scoring at about 6% met and exceeded on the CAASPP in math. This figure is higher than the achievement figure for African-American students in Los Angeles area middle schools, as well as higher than at most area middle schools, although this is a rate that has stayed fairly static for two years. To help address that fact, we have adopted College Preparatory Math (CPM), a very rigorous curriculum that emphasizes student communication in math as well as a high level of cognitive lift. All math teachers tutor weekly to offer students individualized assistance.

Math has proven to be extremely challenging for our students in Special Education. This pattern is seen throughout the Los Angeles area with only 1% of students scoring in the top quartiles in math. As in ELA, our resource teachers share Welligent and other data with their general education colleagues and model best practices in co-teaching and managing accommodations in the classroom. We also use more specialized adaptive math programs such as IXL math, an online program that helps build basic numeracy skills.

**Internal Assessment: Lexile** (from internal Lexile testing during 2016-17 school year)

Average annual growth in Lexile is considered to be 68 points for 6<sup>th</sup> graders, 63 points for 7<sup>th</sup> graders, and 56 points for 8<sup>th</sup> graders. ACRMA12 students regularly exceed this growth expectation. We attribute this to our continued focus on close reading and writing with evidence as well as the students' continue practice in non-fiction reading through the Achieve 3000 platform.

For the 2016-17 school year, the ACRMA12 Lexile data was as follows:

	All Students		English Learners		Students with Disabilities	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Grade 6	627	738	455	588	389	542
Grade 7	712	791	555	663	529	600
Grade 8	811	888	508	580	616	686

All students, regardless of status, met or exceeded the national average for Lexile growth at each grade level. The greatest gains overall were made by our Special Ed and EL students at both the 6<sup>th</sup> grade level and across grade levels. Overall, EL students gained an average of 104 points, and Special Ed students gained an average of 98 points. The greatest gains for general education students were made at 6<sup>th</sup> grade as well, with an average of 111 points. This is particularly significant, given that over 90% of our 6<sup>th</sup> graders enter below grade level and 66% enter 4 or more years below grade level according to internal Alliance data for beginning of year Lexile reading levels at ACRMA12.

ACRMA12 has an English Learner population of about 32%. A continued area of focus for ACRMA12 and all surrounding schools is the overall achievement level in ELA and math for our English Language Learners. Much of this is due to the fact that more than 50% of our ELL students are Long-Term English Learners (LTELs). This is a classification that presents a host of challenges, as students have been English Language Learners for more than 6 years and often face the overarching barrier of having an imprecise knowledge of both English and Spanish that clouds growth in all academic subjects.

ACRMA12's students who are in Special Education make up about 9% of our school population, and are a bright spot in terms of academic achievement in ELA. Although overall scores remain lower than those of non-disabled peers, our Special Education students were shown to have "increased significantly" in ELA on the new California School Dashboard with an increase of 24.3 points. In Math, students with disabilities maintained, with a rise of 3.2 points.

## CELDT & Reclassification

*Reclassification Rates ((% of students reclassified from CDE website)*

Reclassification	13-14	14-15	15-16	16-17
ACRMA 12	0%	3%	9%	17.5%
LAUSD	13.9%	16.6%	12.1%	16.8%
California	12%	11%	11.2%	13.3%%
Carver MS	7.1%	9.1%	7.9%	15.4%
Clinton MS	10.9%	18%	14.3%	19.1%
Muir MS	15.4%	23.3%	8%	12.8%
Obama GPA	3.5%	11.2%	6.7%	8.4%
Bethune MS	14.2%	21.8%	10%	18%

The reclassification rate of ELL students at ACRMA12 continues to grow as students and teachers become more familiar with the new California ELD standards. Over the past three years, our reclassification rate has grown 13 percentage points, which matches the state average of 13%, is slightly higher than some nearby District middle schools, such as John Muir Middle at 12%, and just slightly lower than the overall district average of 16%. In addition, we will submit a 15.3% reclassification rate for 2017-18 to the CDE in October 2017.

ACRMA12 field tested the new English Language Proficiency Assessments for California (ELPAC) exam in Spring 2017, which is replacing the California English Language Development Test (CELDT). As the first ELPAC exams will be administered in Spring 2018, the effect on school, district, and state reclassification rates will remain to be seen.

The new California School Dashboard shows that our English Learner students have “increased significantly” with an “English Learner Progress” change of 23.3% and an “increased” with a positive change of 17.7% in ELA and 9.3% in Math.

As a new school in 2013, ACRMA12 had only been open 2 months at the time the CELDT test was administered. The results illustrate the baseline results for new 6<sup>th</sup> graders. In the ensuing years, the reclassification rate has continued to increase year by year.

We attribute this to continuing to have dedicated ELD classes at each language level, ongoing use of the English 3D curriculum, supports for newcomers such as Achieve 3000 articles in Spanish and Lexia for beginning English readers, and professional development for the teachers in ELD standards. In addition, ACRMA12 has an administrator who is assigned to work with teachers to monitor the progress of our EL students. This administrator is also a member of the Alliance EL Task Force, which meets regularly to discuss the EL Master Plan and other pertinent issues, and the school liaison to our school’s English Learner Advisory Committee (ELAC).

In addition to having professional development, all teachers have an EL Matrix for their classes that lists all EL students and their current language development level. This has proven to be an invaluable tool for teachers to use for grouping and differentiation. In addition, each grade level meets regularly to discuss the progress of EL students. In these meetings, they make plans to check in with specific students, monitor grades, and provide mentoring support.

### ***Attendance***

Prior to implementation of LCFF/LCAP, we have always believed pupil engagement is exemplified by strong attendance. Over the course of our charter term, we have maintained an average daily attendance exceeding 95%. Over the last several years, we have continued to build strong supports for student engagement and attendance. Using our PBIS model of connection-before-correction, ACRMA12 has also been able to proactively address such issues as chronic tardies and absenteeism. For example, students who begin to show a pattern of missing educational opportunities by coming to school late are invited with their parents to Saturday classes that promote such skills as organization and communication. This approach has helped us become part of the fabric of our local community and has contributed strongly to our low 3% chronic absentee rate.

### ***Parent Engagement***

In addition to our growth on exam-based measures of academic achievement, ACRMA12 has consistently been a leader in the area of parent involvement, winning the Alliance Parents as Partners award as a young school 2015-16. Family involvement is a vital component of the ACRMA12 open-door program, and its impact on our peaceful school culture is profound. Parents are voting members of our School Board of Directors, which meets quarterly, and our School Coordinating Council, which meets monthly. In 2016-17, 320 parents volunteered their time in some capacity to help our school maintain a positive and supportive environment for students. Our total of more than 1,000 volunteer hours speaks to the close bond ACRMA12 has forged with area families. As a community of learners, our families have attended monthly Town Hall meetings and Saturday academies, along with workshops on academics, high school- and college-readiness, parenting, advocacy, and health-related issues.

Parent satisfaction with ACRMA12 remains uniquely high. We measure this numerically through our annual Parent Satisfaction Survey, which shows overall satisfaction at 3.74 (out of 4). We also measure ongoing support and approval anecdotally, with the fact that 46 of our 150 incoming 6<sup>th</sup> graders for 2017-18 are siblings. ACRMA12 uses an electronic lottery when the number of applicants exceeds the number of seats available. As of Spring 2017, there are 235 students on our waiting list and the number keeps growing as community interest in our school continues to swell.

Our connections with community partners are also growing year by year. Because our partnerships support the whole child and whole family, we believe this work is central to the fact that we maintain a zero suspension/expulsion rate.

Because of extremely high levels of need, we have developed a wrap-around system of counseling and mental health support for our students and families. When counseling needs are beyond our scope, we work with nearby Kedren Community Health Center, which offers free, comprehensive programs and services for children and families experiencing serious mental health or family counseling needs.

To further support our students and parents, we partner with the Fatherhood Network/Project Fatherhood to engage more fathers, uncles, and older brothers in support of our students. ACRMA12 also has a strong relationship with the Gang Reduction and Youth Development program, which is affiliated with the City of Los Angeles Mayor's Office. Our school Counselor works closely with parents and students along with GRYD coordinators. Students are referred based on discipline problems, attendance issues, or parent concerns, and work with GRYD case managers who provide mentorship and positive reinforcement through activities.



One of our newest partnerships is with Power My Learning, a national non-profit organization. This group provided free laptops to all interested members of the 6th grade class (2016) and is working with teachers to provide in-class coaching to provide quality instruction with technology. Power My Learning also works closely with ACRMA12's Parent Engagement Specialist, Director of Instruction, and Counselor to host family workshops and learning events to help build the capacity of both our school and our families to support student learning.

Parents are also directly supported through our work with the Mexican-American Legal Defense and Educational Fund (MALDEF), which offers a series of 12 classes held on campus with the goal of empowering parents to become advocates for their children's education. MALDEF's Parent-School Partnership (PSP) Program classes teach parents about the college application process, rights and responsibilities in the school system, community resources, and how to be an ally to other parents.

Although college is 4-6 years away for our middle school students, we believe that the issue of college funding is an immediate concern and need for our families. ACRMA12 opened a partnership with UNITE-LA/LA Chamber of Commerce in 2015 as a way to give college funding information to our students and parents. Our first of many family and community nights, dubbed "Cash for College," was held in October 2015. Topics included finding a college and paying for it, what to expect from campus life, and how to access financial resources regardless of immigration status.

### **Who ACRMA 12 is Attempting to Educate: Student Population to be Served**

ACRMA 12, as a 6-8 middle school, serves the South Park neighborhood, with a demographic mix of 97% Hispanic students, 2% African-American students, and 1% White and Asian students. When compared to surrounding district middle schools and charter middle schools, however, our students are achieving at a markedly higher level despite the fact that our student population is 98% Free and Reduced Lunch and over 90% of our 6<sup>th</sup> graders enter below grade level and 66% enter 4 or more years below grade level (according to internal beginning of year Lexile data).

### **Enrollment by Grade-Level**

<b>Enrollment Roll-Out Plan</b>					
<b>Grade</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>6</b>	150	150	150	150	150
<b>7</b>	150	150	150	150	150
<b>8</b>	150	150	150	150	150
<b>Total</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>

### **Goals and Philosophy**

#### **Mission**

The mission of ACRMA 12 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 ACRMA 12 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 ACRMA 12 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.

ACRMA 12 will consistently demonstrate student readiness for success in college with: a high success rate in student proficiency on state content/common core standards at or exceeding the neighboring District schools;

## **Key Program Elements**

ACRMA 12 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 college<sup>1</sup>. 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 ACRMA 12, 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 achievement<sup>2</sup>
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

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<sup>1</sup> Doug Lemov, *Teach Like a Champion*, March 2010

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

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 21<sup>st</sup> Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, 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.<sup>3</sup>

The ACRMA 12 curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can 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 ACRMA 12, 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

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

- 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.

**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 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 2017-18 School Board of Directors-approved LCAP is reflected in the tables below. The LCAP was developed by various stakeholder groups as required, approved by the School Board in June 2017, and submitted to LACOE per statutory requirements. The Board will consider revisions to the LCAP based on available data for the 2018-19 year and beyond.*

NOTE: Subgroups which are not statistically significant as of the current data reporting year are denoted with an “\*” in the table below.

## LCFF STATE PRIORITIES

### GOAL #1

All students will have highly effective and fully credentialed teachers and be supported by a school environment that is well-maintained.

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:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Action 1. Fully credentialed teachers are hired for each subject area and are appropriately assigned in all classrooms.
- Action 2. Students are provided with a school environment that is clean and well-maintained.
- Action 3. Teachers are provided with standards-aligned print and electronic classroom resources.
- Action 4. School is provided with management and operational support with instruction, human resources/hiring, IT/software, accounting, procurement and facilities.
- Action 5. Provide additional compensation for teacher retention.
- Action 6. Provide quality substitute teacher coverage throughout the school year.

### Expected Annual Measurable Outcomes

**Outcome #1:** 100% of Teachers are fully credentialed and accurately assigned.

**Metric/Method for Measuring:** Teacher Assignment

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

**Outcome #2:** Students, parents and staff rate school cleanliness and state or repair at an 80% or higher level on annual satisfaction surveys.

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	80% or higher	80% or higher	80% or higher	80% or higher	80% or higher	80% or higher

GOAL #2						
<p>All students will have full access to technology and rigorous, standards-aligned instructional materials and assessments to help them develop critical skills and knowledge across disciplines.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 1</span> <span><input type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input checked="" type="checkbox"/> 2</span> <span><input type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 3</span> <span><input type="checkbox"/> 6</span> </div> </div> <div style="padding-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> :</span> <span><input type="checkbox"/> :</span> </div> </div>					
Specific Annual Actions to Achieve Goal						
<p>Action 1. Students have 1.1 access to technology.</p> <p>Action 2. Students have full access to rigorous standards-aligned learning materials.</p> <p>Action 3. Students are provided actionable feedback on their progress through standardized benchmark exams in ELA, Math and Science.</p> <p>Action 4. All English Learners will be supported by specific curricula aligned to ELD standards that help build vocabulary, speaking/listening skills, increasingly complex reading and academic writing.</p>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Students score at or above a similar student data set in ELA, Math, and Science benchmark (interim) exams.</p> <p><b>Metric/Method for Measuring:</b> Benchmark Exams</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	<i>Baseline</i>	<i>Increase from Baseline</i>	<i>Increase from Baseline</i>	<i>Increase from Baseline</i>	<i>Increase from Baseline</i>	<i>Increase from Baseline</i>

GOAL #3						
All parents will have access to meaningful parent engagement that is aligned to both the high school- and college-readiness needs of middle school students and their own adult needs for leadership and advocacy.				<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  <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;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>		
Specific Annual Actions to Achieve Goal						
<p>Action 1. ACRMA 12 will maintain a full-time parent engagement specialist to help meet school-wide targets for parent participation and leadership.</p> <p>Action 2. Parents will be offered a broad spectrum of classes, workshops, meetings and events throughout the school year based on academics, high-school- and/or college-readiness, leadership/advocacy, parenting issues, organization and health-related topics.</p> <p>Action 3. English/Spanish translation will be provided for all materials and at all meetings so parents can fully access information. This includes all communications via telephone ("teleparent") or electronic means (text or website).</p>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Annual parent satisfaction score of at least 80% in regard to opportunities for parent learning and in terms of overall satisfaction with the school. <b>Metric/Method for Measuring:</b> Parent Satisfaction Scores						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	80%	80%	80%	80%	80%	80%
<b>Outcome #2:</b> 50% or more of parents overall will attend face-to-face parent conferences, Town Hall or similar meetings, and scheduled IEP meetings. <b>Metric/Method for Measuring:</b> Parent Engagement Tracking						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	50% or more	50% or more	50% or more	50% or more	50% or more	50% or more

GOAL #4						
All students will grow in their abilities to meet/exceed state proficiency levels in ELA, ELD and Math.	<div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b>  <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 1</span> <span><input checked="" type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 2</span> <span><input type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 3</span> <span><input type="checkbox"/> 6</span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>					
Specific Annual Actions to Achieve Goal						
Action 1. All students will be provided with materials to help them become more familiar with the context and scope of the CAASPP. Action 2. Provide targeted ELD instruction for identified English Language Learners in grades 6-8 through the use of specialized learning materials in ELD classes. The aim of this targeted instruction is for ELL students to progress toward Redesignated Fluent English Proficient (RFEP) before transition to high school. Action 3. Maintain the position of Director of Instruction to provide instructional and classroom management support for Year 1 and 2 teachers and provide academic coaching in literacy and numeracy strategies school-wide. The Director of Instruction will also do direct coaching in ELD classrooms and function as the ELD/testing coordinator for the ELPAC. Action 4. Provide 100% of students weekly practice in reading non-fiction text at their personalized Lexile level and track gains in Lexile performance over the course of each school year. Action 5. Provide instructional aides at each grade level for targeted support for EL and at-risk students.						
Expected Annual Measurable Outcomes						
<b>Outcome #1: CAASPP ELA Increase</b> <b>Metric/Method for Measuring: LCFF rubric</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)		33%	35%	37%	<i>Increase over previous year</i>	<i>Increase over previous year</i>
<b>Outcome #2: CAASPP Math Increase</b> <b>Metric/Method for Measuring: LCFF rubric</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)		24%	26%	28%	<i>Increase over previous year</i>	<i>Increase over previous year</i>
<b>Outcome #3: CAASPP ELA Increase for English Learners</b> <b>Metric/Method for Measuring: CAASPP Reports</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners		1%	3%	5%	<i>Increase over previous year</i>	<i>Increase over previous year</i>
<b>Outcome #4: CAASPP Math Increase for English Learners</b> <b>Metric/Method for Measuring: CAASPP Reports</b>						



APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners		1%	3%	5%	Increase over previous year	Increase over previous year

GOAL #5	
All students will be offered support for their academic, attendance and social-emotional needs in support of their rigorous learning opportunities.	<b>Related State Priorities:</b> <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
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
Action 1. Provide a dedicated Attendance Clerk to make daily phone calls and track attendance. Action 2. Provide a Counselor for student/parent support in social-emotional needs and educational goals. Action 3. Provide wrap-around service, where necessary, for student/parent social-emotional needs and family counseling. Action 4. Provide all students with a technology-based platform for bullying reporting, follow-up and tracking. Action 5. Provide Main Office support for all students and parents.

Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Daily attendance figures will meet or exceed 95%						
<b>Metric/Method for Measuring:</b> Average Daily Attendance						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Will meet or exceed 95%	Will meet or exceed 95%	Will meet or exceed 95%	Will meet or exceed 95%	Will meet or exceed 95%	Will meet or exceed 95%

GOAL #6						
All students will be provided with a safe and healthy environment to learn and thrive while achieving social, emotional and academic success.				<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  <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 type="checkbox"/> 3      <input checked="" type="checkbox"/> 6         </div> <div style="padding-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>		
Specific Annual Actions to Achieve Goal						
Action 1. Provide students with free uniforms for school and physical education to ensure equity.						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> 100% of students receive free school uniforms to ensure equity. <b>Metric/Method for Measuring:</b> School uniforms for equity						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #7						
All students will experience a range of middle school courses that lead to high school- and college-readiness and success.				<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  <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         </div> <div style="padding-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>		
Specific Annual Actions to Achieve Goal						
Action 1. All courses will be aligned to the current Alliance middle school course catalog and follow all catalog requirements.						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> 100% of students are assigned only to courses contained in the current middle school catalog. <b>Metric/Method for Measuring:</b> Course Access						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #8						
All teachers and classroom support personnel will engage in meaningful professional development that includes working with data and our school's instructional focus to improve student outcomes.	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  <input type="checkbox"/> 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7  <input type="checkbox"/> 2      <input type="checkbox"/> 5      <input checked="" type="checkbox"/> 8  <input type="checkbox"/> 3      <input type="checkbox"/> 6         </div> <div style="padding-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>					
Specific Annual Actions to Achieve Goal						
Action 1. Provide professional development for teachers in regard to instructional focus and teacher leadership.						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> 80% or higher score on annual staff and parent satisfaction survey on teaching and learning. <b>Metric/Method for Measuring:</b> Satisfaction Surveys						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	80% or higher	80% or higher	80% or higher	80% or higher	80% or higher	80% or higher

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.

### ***Instructional Design***

#### **Curriculum and Instructional Design**

The educational model for curriculum and instruction at ACRMA 12 is guided by our key program elements, our beliefs about how learning best occurs and by <sup>4</sup>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 ACRMA 12'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.

ACRMA 12 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.

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<sup>4</sup>G. Sue Shannon, *Nine Characteristics of High Performing High Schools*, 2001

Each spring, the principal, in consultation with staff, identifies areas of need and orders materials for the following year. Curriculum materials are selected based on their alignment to the CCSS/NGSS/ELD standards and instructional shifts, Curriculum materials must prepare students to graduate ready for college.

ACRMA 12 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.

Curriculum and instructional materials for visual/performing arts and health/PE courses is teacher created and therefore not shown in the table. In the Drama courses, students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. Additionally, students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, electronic media productions and live performances, respond using vocabulary of theater. In the PE courses, students participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

Digital Content/Resources	Subject(s)					Middle School Grade Level		
	Math	English	Science	Social Studies	EL tools	6	7	8
Achieve 3000		X	X	X	X	X	X	X
IXL	X		X	X	X	X	X	X
TCI History Alive				X		X	X	X
Actively Learn		X	X	X	X	X	X	X
Lexia					X	X	X	X
Reading Plus					X	X	X	X
PlayPosit		X	X	X	X	X	X	X
Expeditionary Learning		X	X		X	X	X	X

A target ratio of one computing device for every student in grades 6-8 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 laptops and use consistent data systems for monitoring student performance, managing grades, and communications.

Textbooks			
Subject	Grade(s)	Title	Publisher
Math	6-8	Core Connections	CPM Educational Program
ELD	6-8	English 3D	Houghton Mifflin Harcourt (HMH)

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

### **Innovative curricular components of the educational program**

Please see the section titled “Integrated and Instructional Technology.” In addition we provide the following innovative components:

#### *Personalized Learning Environment*

Students learn best in small learning communities where their education is personalized. Through our small school environment, relationships between school adults and students are sustained over time and student learning is personalized so that each student’s individual needs are recognized and met. Teachers work in grade level teams and share data and responsibility for the grade level group of students. Longer instructional blocks of time allow teachers time to focus on students as individual learners.

#### *Increased Time for Learning*

All students have sufficient time in school to learn successfully. Instructional time surpasses the current minimum requirement for instructional minutes as set forth in the California Education Code 46201(a) (4) (instructional minutes are included in the “**Instructional Days and Minutes Calendar**” later in this section). As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs. In addition, students have access to technology that will allow teachers to extend learning opportunities and maximize in-class learning opportunities. Research demonstrates how increased learning time can lead to higher achievement<sup>5</sup>.

#### *College Readiness for All*

The question at ACRMA 12 is not “are you going to college?” but “which college are you going to attend?” While students may have plans to pursue other post-secondary options such as vocational school or military service, the school maintains a strong college-going culture, which is implemented through advisory groups, parent engagement and school-wide activities and may include:

- Provide college information materials and a college going culture by hanging college flags naming each Advisory class after the teacher of record’s university, providing field trips to colleges and universities in the area, and update the college resources section of the school’s web site frequently, where materials are made readily available to students and families.
- Programs regarding career and college information are presented to students, parents, and community members in workshops and through college counselors in individual and group student settings. Alliance parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, visits from college representatives and student field trips to

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<sup>5</sup> National Education Commission on Time and Learning, “Prisoners of Time” 1994

colleges, college entrance tests and ongoing access to information regarding college outreach programs. Translation is available for parents with limited English.

- College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of school counselors serving as a resource to classroom teachers and principals.
- Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and through a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.
- Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom, and a poster of college-coursework and entrance requirements is posted in every classroom.
- Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

### **Intervention and enrichment programs**

*Intervention and enrichment programs are described in the section “Meeting the Needs of All Students” and the “College Readiness for All” text above.*

### **Current Comprehensive Course List**

The table below shows all current course offerings for all grades served by ACRMA 12.

Subject Area	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
English Language Arts	Common Core English 6A	Common Core English 6B	Common Core English/ CC Honors 7A	Common Core English/ CC Honors 7B	Common Core English/ CC Honors 8A	Common Core English/ CC Honors 8B
English Language Development	ELD IA ELD IIA ELD IIIA ELD IVA	ELD IB ELD IIB ELD IIIB ELD IVB	ELD IA ELD IIA ELD IIIA ELD IVA	ELD IB ELD IIB ELD IIIB ELD IVB	ELD IA ELD IIA ELD IIIA ELD IVA	ELD IB ELD IIB ELD IIIB ELD IVB
Mathematics	CC Math and Literacy 6A	CC Math and Literacy 6B	Common Core Math/CC Honors 7A	Common Core Math/ CC Honors 7B	Common Core Math/CC Honors 8A	Common Core Math/ CC Honors 8B
History – Social Science	World History: Anc Civ 6A core	World History: Anc Civ 6B core	World History: Medieval Times A core	World History: Medieval Times B core	United States History 8A core	United States History 8B core
Science	NGSS Integrated Science and Literacy 6A	NGSS Integrated Science and Literacy 6B	Integrated Science 7A	Integrated Science 7B	Integrated Science 8A	Integrated Science 8B
Visual and Performing Arts					Drama A	Drama B
Health and Physical Education	Physical Education 6A non-core	Physical Education 6B non-core	Physical Education 7A non-core	Physical Education 7B non-core	Physical Education 8A non-core	Physical Education 8B non-core

Subject Area	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
Electives and Other Courses	Middle School Success 6A	Middle School Success 6B	Middle School Success 7A	Middle School Success 7B	Advisory 8A	Advisory 8B
	Advisory 6A	Advisory 6B	Advisory 7A	Advisory 7B		

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 an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes. 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.

### **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**

ACRMA 12 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.

ACRMA 12 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 ACRMA 12 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 21<sup>st</sup> 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.<sup>6</sup> 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.

### **Western Association of Schools and Colleges (WASC) Accreditation**

In the spring of 2017, Alliance College-Ready Middle Academy No. 12 received a six-year accreditation term from the Western Association of Schools and Colleges. The visiting committee of school professionals remarked on the collaboration among our teachers, our school's solid, year-long professional development, and our drive to build capacity in all stakeholders. Fewer than 1% of middle schools earn WASC accreditation, so we feel both validated by their report and strongly positioned to serve the ACRMA12 community through the coming years.

ACRMA 12 oversees the WASC process with support from the Alliance Home Office. The Alliance Area Superintendent supports the school in preparing their self-study and interim reports for the WASC process.

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<sup>6</sup> *US Department of Education, Evaluation of Evidence-Based Practices in Online Learning, 2010*



## Academic Calendar

The calendar below is a draft of the 2018-19 academic calendar based on the School Board-approved 2017-18 academic calendar. The calendar provided here will be revised based on input from various stakeholder groups and subject to Board approval.



### 2018-19 Academic Calendar

#### July 2018

Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31

4 - Independence Day  
23-27 - New Teacher Orientation  
31 - Summer Conference

#### January 2019

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 19  
Wk 20  
Wk 21  
Wk 22

1-4 - Winter Break (continued)  
7 - Data Day  
8 - Teacher Planning Day  
9 - First Day of Second Semester  
21 - MLK Day

#### August 2018

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 1  
Wk 2  
Wk 3  
Wk 4

1 - Site-based Professional Development  
3-3 - Teacher Planning Days  
6 - First Day of Instruction

#### February 2019

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 23  
Wk 24  
Wk 25  
Wk 26

18 - President's Day  
20 - Teacher Planning Day

#### September 2018

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 5  
Wk 6  
Wk 7  
Wk 8

5 - Labor Day

#### March 2019

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 27  
Wk 28  
Wk 29

#### October 2018

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 9  
Wk 10  
Wk 11  
Wk 12  
Wk 13

18 - Data Day  
19 - Teacher Planning Day

#### April 2019

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 30  
Wk 31  
Wk 32  
Wk 33  
Wk 34

1 - Cesar Chavez Day (Observed)  
11 - Data Day  
12 - Teacher Planning Day  
15-19 Spring Break

#### November 2018

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 14  
Wk 15  
Wk 16

12 - Veterans' Day (Observed)  
19-23 - Thanksgiving Break

#### May 2019

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 35  
Wk 36  
Wk 37  
Wk 38

27 - Memorial Day

#### December 2018

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 17  
Wk 18

14 - Last Day of First Semester  
17-26 - Winter Break

#### June 2019

Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Wk 39  
Wk 40

12 - Last Day of Instruction  
17 - Summer School/Bridge Window Starts

#### KEY

Instructional Days
Summer School/Bridge Days
New Teacher Orientation
Alliance-wide Summer Conference
Site-Based Summer PD
Teacher On-site Planning Day
Data Days
Holiday/Vacation Days

**Bell Schedules**

The following bell schedules are in place for the 2017-18 school year.

**REGULAR BELL SCHEDULE**

*7:40 a.m. warning bell*

<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THURS</b>	<b>FRI</b>
Advisory 7:45-8:25	Advisory 7:45-8:25	1 <sup>st</sup> period 7:45-8:35	Advisory 7:45-8:25	Advisory 7:45-8:25
1 <sup>st</sup> period 8:30-10:30	2 <sup>nd</sup> Period 8:30-10:30	2 <sup>nd</sup> period 8:38-9:28	1 <sup>st</sup> period 8:30-10:30	2 <sup>nd</sup> period 8:30-10:30
Nutrition 10:30-10:50	Nutrition 10:30-10:50	3 <sup>rd</sup> period 9:31-10:21	Nutrition 10:30-10:50	Nutrition 10:30-10:50
3 <sup>rd</sup> period 10:55-12:55	4 <sup>th</sup> period 10:55-12:55	4 <sup>th</sup> period 10:24-11:14	3 <sup>rd</sup> period 10:55-12:55	4 <sup>th</sup> period 10:55-12:55
Lunch 12:55-1:25	Lunch 12:55-1:25	Lunch 11:14-11:44	Lunch 12:55-1:25	Lunch 12:55-1:25
5 <sup>th</sup> period 1:30-3:30	6 <sup>th</sup> period 1:30-3:30	5 <sup>th</sup> period 11:44-12:37	5 <sup>th</sup> period 1:30-3:30	6 <sup>th</sup> period 1:30-3:30
		6 <sup>th</sup> period 12:40-1:30		

### **Sample Daily Student Course Schedules**

6 periods per week: Monday/Thursday = odd periods; Tuesday/Friday = even periods; Wednesday-1:30 pm dismissal = all periods

#### **Grade 6**

<b>Period</b>	<b>Days class meets</b>	<b>Course</b>
Advisory	Monday, Tuesday, Thursday, Friday	Organizational skills, non-fiction reading practice in Achieve 3000, college exploration
Period 1	Monday, Wednesday, Thursday	Common Core English 6
Period 2	Tuesday, Wednesday, Friday	ELD I, II, III, or IV - or - Middle School Success 6
Period 3	Monday, Wednesday, Thursday	Physical Education
Period 4	Tuesday, Wednesday, Friday	Common Core Math 6
Period 5	Monday, Wednesday, Thursday	Ancient World History
Period 6	Tuesday, Wednesday, Friday	NGSS Integrated Science 6

#### **Grade 7**

<b>Period</b>	<b>Days class meets</b>	<b>Course</b>
Advisory	Monday, Tuesday, Thursday, Friday	Interpersonal skills, non-fiction reading practice in Achieve 3000, college exploration
Period 1	Monday, Wednesday, Thursday	Common Core English 7 -or- Common Core English 7 Honors
Period 2	Tuesday, Wednesday, Friday	ELD I, II, III, or IV - or - Middle School Success 7
Period 3	Monday, Wednesday, Thursday	Physical Education
Period 4	Tuesday, Wednesday, Friday	Common Core Math 7
Period 5	Monday, Wednesday, Thursday	World History Through the Renaissance
Period 6	Tuesday, Wednesday, Friday	NGSS Integrated Science 7

#### **Grade 8**

<b>Period</b>	<b>Days class meets</b>	<b>Course</b>
Advisory	Monday, Tuesday, Thursday, Friday	Leadership skills, non-fiction reading practice in Achieve 3000, college exploration
Period 1	Monday, Wednesday, Thursday	Common Core English 8 -or- Common Core English 8 Honors
Period 2	Tuesday, Wednesday, Friday	ELD I, II, III, or IV - or - Drama
Period 3	Monday, Wednesday, Thursday	Physical Education
Period 4	Tuesday, Wednesday, Friday	Common Core Math 8
Period 5	Monday, Wednesday, Thursday	US History
Period 6	Tuesday, Wednesday, Friday	NGSS Integrated Science 8

## Instructional Days and Minutes Calendar

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	144	400	40	290	1	240			185	54000	69440	15440
7	Yes	144	400	40	290	1	240			185	54000	69440	15440
8	Yes	144	400	40	290	1	240			185	54000	69440	15440
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

## 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. ACRMA 12, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the ESSA criteria as highly qualified teachers, 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 calendar for the 17-18 school year follows and serves as a sample of topics typically covered:

Month	Essential question	Topics
August	How do we prioritize engagement for all students?	Special education overview (best practices, passports, accommodations, schedules) EL student overview (components of effective ELD instruction, our best practices, EL matrix, ELD standards) Objective writing Lesson planning with aligned standards, objectives, and assessments Lexile targets and Lexile testing Safety procedures Teacher goal setting Personalizing our mission and vision Data meetings: Sharing/analyzing CAASPP/CAST/CELDT data California 5 X 5
September	How are our priorities linked to our school action plan?	Instructional focus Modeling annotation, identifying evidence, think-alouds, student goal setting Teacher-led needs assessment for EL, SpEd, advanced students Progress with grade-level check-ins with EL students Data meetings: Grading trends – first progress report; sharing/analyzing Lexile data

Month	Essential question	Topics
October	How to we prioritize our instructional focus?	<p>How growth is determined</p> <p>Scaffolding strategies</p> <p>Planning for midterm parent conferences</p> <p>Using sentence starters to boost academic language</p> <p>Planning differentiated studies based on student data</p> <p>Progress with grade-level check-ins with EL students</p> <p>Data meetings: Benchmark exams; student writing samples from all content areas</p>
November/December	How do we prioritize engagement with all stakeholders?	<p>LCAP review and progress to date</p> <p>Report on outcome Saturday parent academies (first quarter)</p> <p>Ladder of Inference</p> <p>Progress with grade-level check-ins with EL students</p> <p>Lexile monitoring and growth</p> <p>Data meetings: Benchmark exams; student writing samples from all content areas</p>
January	How do we prioritize differentiation?	<p>Review of close-reading protocols for EL students</p> <p>What does close reading look like in each content area?</p> <p>Department plans for close reading in each content area</p> <p>Progress with grade-level check-ins with EL students</p> <p>Lexile monitoring and growth</p> <p>Data meetings: Benchmark exams; Lexile; student writing samples from all content areas</p>
February	How do we prioritize close reading and writing with evidence?	<p>LCAP review and progress to date</p> <p>Review of reclassification criteria and ELPAC requirements (reading, writing, listening, speaking)</p> <p>Progress with grade-level check-ins with EL students</p> <p>Progress on meeting ELD standards</p> <p>Lexile monitoring and growth</p> <p>Data meetings: Student writing samples from all content areas</p>
March	How do we continue to make our instructional focus visible?	<p>Close reading and writing with evidence in all content areas</p> <p>Progress with grade-level check-ins with EL students</p> <p>Data meetings: Benchmark exams; student writing samples from all content areas</p>

Month	Essential question	Topics
April	How do we continue to make our instructional focus visible?	Progress with grade-level check-ins with EL students Data meetings: Benchmark exams; student writing samples from all content areas
May	How do we end the year with next year in mind?	High school transition plans for EL and SpEd students

**Supplementary Alliance-wide PD** – Held throughout the year, the Alliance Academic Team provides 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

### **Meeting the Needs of All Students**

#### ***English Learners***

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. Students will be assessed 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.

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 a test window prescribed by California *Education Code*. Alliance ensures that each English Learner is assessed annually within the prescribed timeline.

ACRMA 12 meets all requirements of federal and state law relative to equal access to the curriculum for those who are English learners. The school has adopted and implemented the Alliance College-Ready Public Schools English Learner Master Plan. The goal is to provide high quality instructional programs and services for English learners that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students and to gain proficiency in the English Language.

The English Language Development (ELD) component of the program supports ELs through:

- A teaching staff qualified in second language pedagogy
- Implementation of Integrated and Designated ELD
- Use of Integrated ELD strategies, including, but not limited to frontloading vocabulary, customizing graphic organizers for various writing tasks, modeling, chunked reading, visual aids, collaborative learning experiences mini-lessons (10-15 min), guided and independent practice which is product-driven (i.e. Exit and Do Nows, etc.), pre-reading and pre-writing strategies, text annotation, use of text-based evidence questions,, options for assessments, and multiple methods to check for understanding.
- An optional after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student

- When possible, additional bilingual teacher's aides in the classroom to assist ELs at ELD levels 1 and 2 in core area content classes

### English Language Development

English Language Development addresses all four domains of language: speaking, listening, reading and writing – but the emphasis is on speaking and listening. The intent of ELD is to accelerate English language learning in strategic ways by developing skills in these four domains with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity based on their CELDT/ELPAC skills and overall level. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core.

### Designated ELD

Designated ELD is core instruction for ELs. The intent of ELD is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings aligned to the ELD levels of students.

ELD instruction includes interactive activities that are carefully planned and implemented. ELD instruction focuses on all components of the English language not likely to be acquired adequately or efficiently in other instructional or social settings and in daily school, family and community interactions.

ELD instruction is research- and standards-based, aligned to the CA ELD standards. It is systematically planned and structured via a scope and sequence of language progressions and is planned and delivered targeting specific language objectives.

ELD instruction at the school explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions, and conventions, as well as the comprehension and production of discipline-specific academic language (e.g. math, science, social studies) based on student ELD skills and needs. We endorse the following guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

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



School	ELD Materials Levels 1 & 2	ELD Materials Levels 3 & 4
ACRMA 12		English 3D

### Integrated ELD

All teachers who provide content instruction in English at any grade level use integrated ELD methodology to provide access to core content areas for English learners, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3, the teacher must incorporate the use of additional research based strategies, techniques and material that ensure comprehensibility, including primary language support as appropriate.

The primary purpose of integrated ELD is teaching skills and knowledge in the content areas, more specifically content identified in standards for English/Language Arts, math, science, social studies, physical education, and the arts.

Integrated ELD promotes language development, particularly what is called “academic language”, or the language of the discipline. ELs are provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.

The key features of the school’s integrated ELD includes:

- Grade-level appropriate content standards in each content area
- Emphasis on the key or essential standards
- Alternate assessments that allow students to demonstrate content mastery with minimal construct-irrelevant language interference (i.e. the language of the assessment minimizes interference with student’s ability to demonstrate knowledge of the subject)
- Significant scaffolding of content
- Emphasis on language objectives in addition to content objectives
- Alternative materials that may present the content with a more accessible reading level and/or more visual supports
- Extensive student engagement strategies that allow students to practice using the language of the discipline in meaningful ways

### Interventions

All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. It is important to examine the achievement of the student’s “true peers” (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several “true peers” are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students “true peers”, the student requires intervention to accelerate learning. This intervention is in addition to the time allowed for core instruction.

In all interventions, the curriculum addresses the student’s specific learning needs and progress is carefully monitored and reported. All interventions have the following in common:

- Initial meeting with LAT to discuss teacher concerns about the student’s progress.
- In depth assessment to determine specific area(s) of need and instruction that targets those needs.
- Entry and exit criteria for participation in the intervention.

- Frequent (weekly) progress monitoring to ensure the effectiveness of the intervention.
- Systematic and explicit instruction with modeling, multiple examples and feedback.
- Option of receiving different curriculum from the core program with increased time and intensity of instruction.

ACRMA 12 works to recruit teachers who have a credential as well as state authorization to teach EL's such as BCLAD, CLAD, SB1969, and who not only have training in second language pedagogy but also have experience teaching English Learners and designated and integrated ELD. All teachers are trained in appropriate methods for teaching ELs at various levels of proficiency. These methods include using bilingual teacher aides, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELs.

- Integrated ELD – Integrated ELD provides meaningful instruction in content areas (social studies, math, science) for transitioning English Learners towards higher academic achievement while they are working towards English fluency. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom.
- Preview/Review – A preview of a lesson (including key vocabulary) is given in a student's L1.
- Teachers present vocabulary prior to presenting core content
- Digital Content – Allows individual students to develop auditory and verbal skills at their own pace using headphones and computing devices.

ACRMA 12 administers the California English Language Development Test (CELDT)/English Language Proficiency Assessment for California (ELPAC) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student's individual proficiency level and to assess student progress in acquiring English Proficiency according to the CA ELD standards. The CELDT/ELPAC results are used to properly place English learners in an appropriate English Language Development course. The overall score and domain specific scores are analyzed to determine instructional needs to support and accelerate progress toward learning English.

To reclassify students, ACRMA 12 administers the CELDT/ELPAC as stated above. Students who have scored level 4 or higher overall on the CELDT and have scored at least a 3 in each of the four skill areas of the CELDT are reviewed for reclassification. In addition to the CELDT/ELPAC criterion, student must, score Basic or above on the Lexile level assessment or nearly met, met or exceeded grade level standards on CAASPP ELA or close to, met or exceeding college-ready on ACT Aspire Reading. The Teacher Evaluation measure includes, but is not limited to student performance on: standards-based ELA assessments or standards-based ELA interim assessments report card grades (C or better)/progress report marks in equivalent ELA courses, and authentic student work samples, especially writing samples. The final criterion for reclassification is parent consultation.

The Alliance Data team provides each school with a list of students eligible for reclassification when new data points are available.

Non-standard English Speakers - Recognizing that many students at ACRMA 12 may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. The school's objectives

are to have all students achieve proficient/advance performance in oral and written English Language Arts. ACRMA 12 school leaders and teachers monitor each student's performance. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education.

Annually the Alliance Data team provides data reports and analysis of ACRMA 12's EL progress including improvement in English proficiency level, progress in English language arts and Alliance assessment data disaggregated by subgroups. Progress of Long-term English Learners is also monitored and support begins with identifying and tracking them as a subgroup. The progress of LTELs and for students At-Risk of becoming LTEL is monitored through the Language Appraisal Team. At least once per semester, the school's Language Appraisal Team (LAT) meets to review the performance and progress, program placement, test results and goals for meeting the reclassification criteria of LTELs and for students At-Risk of becoming LTEL to determine the effectiveness of the supports for the students.

School and classroom-level identification and analysis of current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification is also evaluated. Assigning all ELs, including LTELs, to a counselor who tracks their progress and monitors obstacles to reclassification. The counselor then works with administration, teachers, and coaches to communicate needs. The administration provides targeted and ongoing professional development based on research-based practices for supporting LTELs.

The progress of reclassified fluent English proficient students is monitored through the Language Appraisal Team. At least once per semester, the school's Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students using the *RFEP Follow-Up Form*. The Alliance Data Team creates an *RFEP Follow-Up Form* annually for each student and disseminates to principals. The school LAT includes the principal or designee, the student's classroom teacher(s), and other personnel such as counselors, specialist teachers, intervention teachers, EL experts, as appropriate, and/or parents of the student being reviewed. The LAT will discuss the students' progress, including but not limited to, ELA grade, GPA, Lexile score and discuss specific language and academic supports, if needed. The LAT completes and maintains the *RFEP Follow-Up Form* to keep a record of RFEP student progress.

ACRMA 12 has implemented a school-wide effort toward literacy intervention to align student academic achievement to Lexile level growth. This master strategy is especially important for ELs. Also, ACRMA 12 offers after-school tutoring. Our teachers are trained in strategically analyzing CELDT data to ensure that they can use the data to better group students, differentiate instruction, and implement EL strategies.

ACRMA 12 is committed to monitoring the progress of ELs' academic achievement, implementation of its EL policies, programs and services, as well as their effectiveness in order to continuously improve them and to be accountable. English Learner program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor progress of ELs towards reclassification;

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the Alliance *English Learner Master Plan*;
- Determine effectiveness of programs, services and processes in promoting EL linguistic and academic success, and college- and career-readiness;
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system;
- Support continuous improvement of EL achievement and the implementation of instructional and support services, and identify needed modifications; and
- Foster internal accountability of all educators and stakeholders for implementation, outcomes and continuous improvement.

The following chart outlines the EL program goals, evaluation questions and measures used to assess overall effectiveness of the EL program,

### EL Program Goals, Evaluation Questions, and Measures (By Goal)

EL Program Goal	Evaluation Questions	Measures/Scores
1. Consistently Implement Alliance English Learner Master Plan	1. Are Master Plan Instructional Programs fully and consistently implemented to meet the needs of ELs? a. To what extent do teachers of ELs have the qualifications and capabilities to address their ELs' linguistic and academic needs? b. Are all ELs provided instruction in ELD? c. Is ELD instruction that is provided to ELs of high quality? d. Are all ELs provided appropriately differentiated instruction (Integrated ELD) in all academic content areas? e. Are differentiated instructional practices that are provided to ELs effective?	<ul style="list-style-type: none"> <li>• Alliance GROW Teaching Framework</li> <li>• CLAD/BCLAD credential roster &amp; Teacher</li> <li>• Assignment data base</li> <li>• Subject matter credential roster</li> <li>• Progress in meeting minimum benchmarks by instructional program</li> </ul>
2. Ensure steady progress toward & attainment of academic ELD per expected timeframes.	1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year per state and federal expectation? 2. Are increasing percentages of ELs attaining English language proficiency per state and federal expectations? 3. Are ELs progressing on curriculum embedded assessments of ELD?	<ul style="list-style-type: none"> <li>• ELD levels</li> <li>• Progress in meeting minimum benchmarks by instructional program</li> <li>• Rate at which ELs meet criteria for reclassification</li> </ul>
3. Ensure steady progress toward & attainment of grade-level academic proficiency per expected timeframes.	1. Are ELs progressing academically per expectations? 2. Are ELs attaining academic proficiency per expectations?	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• Math and ELA interim assessments</li> <li>• Course Grades</li> <li>• Progress in meeting minimum benchmarks by instructional program</li> </ul>

EL Program Goal	Evaluation Questions	Measures/Scores
4. Decrease risks of linguistic and academic failure, grade retention, and dropping out.	<ol style="list-style-type: none"> <li>1. Are the key risk indicators for ELs decreasing annually in schools?</li> <li>2. Are appropriate interventions being offered to students who fail to meet expected benchmarks of achievement?</li> <li>3. Are ELs being referred to and placed in special education services appropriately?</li> </ol>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> <li>• Suspensions</li> <li>• Failing grades especially in core academic courses</li> </ul>
5. Increase access to and participation in advanced academic program opportunities.	<ol style="list-style-type: none"> <li>1. Is there an increase in ELs taking part in advanced academic program opportunities?</li> <li>2. Is there an increase in students applying, attending and completing college?</li> </ol> <p>Is there an increase in the number of ELs participating in and passing AP examinations?</p>	<ul style="list-style-type: none"> <li>• Enrollment and pass rates in AP and early college courses</li> <li>• California EAP participation</li> <li>• College information/data: applications, enrollment without remediation, and completion data</li> </ul>
6. Strengthen parent/guardian participation and engagement in students' academic development.	<ol style="list-style-type: none"> <li>1. What types of orientation and training opportunities are parents offered?</li> <li>2. What measures are used to ensure that parents of ELs are knowledgeable about EL program placement and their academic progress?</li> <li>3. To what extent are parents participating in and consistently supporting students' academic development?</li> </ol>	<ul style="list-style-type: none"> <li>• Parent orientations/trainings offered and attended regarding <i>English Learner Master Plan</i>, EL instructional program options, advanced academic opportunities,</li> <li>• Parent response rates, and positive ratings of trainings</li> <li>• Evidence of consistent support for home/school partnership efforts, advanced academic opportunities</li> </ul>
7. Reduce disproportional referral to and identification of ELs for special education services.	<ol style="list-style-type: none"> <li>1. What is the percent of students, disaggregated by language status (EO, IFEP, EL, RFEP), and how is it relative to their proportion of total population by: <ol style="list-style-type: none"> <li>a. Special education status?</li> <li>b. Specific special education program service?</li> <li>c. Qualifying condition?</li> </ol> </li> <li>2. In what grades are ELs being identified and placed in special education services?</li> <li>3. Are ELs being referred to and placed in special education services appropriately?</li> <li>4. What CELDT/ELPAC levels are ELs in at the time of their identification for special education services?</li> <li>5. How long have students been at the ELD proficiency level during the time of referral?</li> </ol>	<p>Alliance special education statistics, by characteristics</p> <ul style="list-style-type: none"> <li>• Special education status, service, qualifying condition, EL status, grade</li> <li>• CELDT/ELPAC scores</li> <li>• Special Education services and participation rates</li> <li>• Random audit of IEPs of ELs to ensure access to all appropriate linguistic and academic services</li> </ul>

### ***Gifted and Talented Students and Students Achieving Above Grade-Level***

As all students are challenged to reach their intellectual potential within the instructional program, ACRMA 12 will not offer a formal, separate gifted and talented program. 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 ACRMA 12 are:

- Project-based learning
- Discovery learning
- Computer activities, including online games, research, and targeted instruction through online content
- 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 interests
- Individual or group inquiry projects
- Field trips to broaden experience base
- Ensuring that the curriculum is sufficiently challenging

By using assessment information to monitor students' progress, teachers will be able to make the necessary modifications and adjustments to best support students. 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 ACRMA 12 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 will utilize the Student Success Team (SST) process for students who have been identified as consistently achieving well above the norms (as measured by formative, summative, and standardized testing) 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, ACRMA 12 monitors student performance and progress of these students throughout the year. Data is accessible at the student- and subgroup-levels; through school leaders, school data teams 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.

### ***Socioeconomically Disadvantaged/Low Income Students***

Low-income students will be identified by eligibility for the federal lunch program. Approximately 98% of students at ACRMA 12 have qualified for this program in the past few years. As such, the overwhelming majority of all students enrolled at ACRMA 12 meet this subgroup identification. Our school program is designed to meet their needs. We believe all students can learn at high levels regardless of economic status.

ACRMA 12 has structured advisory groups for students. Through the building of relationships, advisors are able to request more personalized services to support the individual's student's success academically, socially, and personally. Student support services vary based on student need. Needs are identified and progress is monitored through the SST model and based on disaggregated performance data. When we track performance data we disaggregate data by subgroup to ensure that all subgroups are making progress and that appropriate interventions are provided. We do not believe that a student's socioeconomic status should limit their capacity to learn at high levels. Specific interventions to support the needs of these students may include:

- After school support they do not have access to at home
- Role models from industry partners and volunteers who are represent careers and college backgrounds they would not otherwise see or hear about at home
- Support for the parents through parenting classes where poverty impacts home support
- Provide tours to college/university campuses

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students (and assistance will be provided for subsequent uniforms if necessary. Parents and guardians are also supported through parent workshops held throughout the year.

### ***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. 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. 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 College-Ready Middle Academy 12”**

Visitors to our school would observe our core beliefs, values, and systems in practice on a typical day by “shadowing” any randomly selected student.

The scene in the morning would show students arriving between 7:15 and 7:40 a.m. to the campus wearing their Alliance College-Ready Middle Academy 12 polo shirt tucked into khaki uniform pants. Visitors would see students who walk to school from the surrounding neighborhood or take a city bus to school stream into ACRMA12’s Main Street gate and be greeted by a staff member every morning. While this is happening, parents who drop their students would be driving into the school’s 49<sup>th</sup> Street gate, where they are greeted in the driveway by the principal. Students would be safely entering the campus through an interior gate and mingling in the safe, calm, and welcoming atmosphere of the quad that reflects the diversity of the familiar South Park community.

Shortly after, one would see students greeted by teachers who stand in their classroom doorways or line up with their students in the quad and walk them into the main building. Students are seated in their classrooms ready to begin their Advisory period by 7:45 a.m., where they focus on organization, social awareness, leadership, academic goal setting, anti-bullying, and college readiness. The Advisory class, with 20-25 students, serves as the students’ home base, with a consistent teacher and group of students for the full three years when possible, so that students are connected with a consistent adult and group of grade level peers for guidance with studies, relationships, and planning for future academic success.

On a regular day, one would see 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students then transitioning to the first of three two-hour block periods per day following the Advisory period. One would see that the first block is followed by Nutrition, the second block is followed by lunch, and the third block ends the school day. Students will learn in academic classes with an average class size of 25-30 students that are small enough to ensure that each student receives individual attention. Students will begin work immediately upon entering each classroom. Meanwhile, daily attendance information will be sent to the office via Pinnacle and parents of students who are absent or tardy will be called.

Visitors would see that the emphasis in core classes would be on rigorous, Common Core Standards-based instruction with high expectations for all students. Teachers engage students in understanding exactly what they must know and be able to do to complete proficient, high school-preparatory work around grade-level standards. Students will be actively engaged in



their learning. Teachers will build on academic goal setting to define clear expectations and analyze real-time performance data with students so that they are self-directed in knowing how to measure their own performance as well as what it takes to improve.

Teachers will also provide direct instruction and facilitate student learning using a variety of instructional materials and resources, including digital content, adaptive learning software, and extended collaborative projects. Courses offered would include academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment and honors classes for students performing at proficient and advanced levels.

Visitors to ACRMA 12 would see our teachers using technology to make abstract concepts concrete and take student learning to the next level. By blending technology and direct instruction, our teachers and students utilize tools that allow them to step into the 21st century, while deepening and expanding student learning. BLAST students experience a college-like curriculum that requires them to solve complex problems using technology. We have found that when students do challenging work, they rise to the challenge and begin to learn the time management, self-advocacy, and critical thinking skills that will get them to and through college and into great careers.

Students also use technology that personalizes their day-to-day instruction. Computer-based curriculum does not replace a teacher, but it offers a learning tool that adapts to student needs instantly, provides teachers with rich data that helps them further tailor (differentiate) their teaching to each child, and frees precious time teachers can use to work with individual students.

While shadowing, one would see that learning time is ever wasted at a ACRMA12. Students have access to 1:1 technology throughout the day, and online reading and other coursework is available to students on-demand, so that learning can happen anytime, anywhere.

All students would participate in a 15-minute nutrition break and a 30-minute lunch period during the day. Lunchtime is where the school counselor and others play chess and other board games with the students and facilitate games around Lexile targets and school spirit. On special days, one might see special-interest presentations at lunch, such as ones where students can try out musical instruments or play “life size” classic games.

The shadow day would conclude with students completing their last block period. Students in the after-school program would stay for homework help and sports, arts, and leadership activities. Students performing below proficiency levels or those in need of enrichment would receive tutoring by teachers in all the content areas weekly. Because teachers consider parents as partners, they might also be tutoring before school or even outside or in the gym if it’s impossible for students to stay after school. Extracurricular activities after school might include such clubs as dance, sports, rock music, cooking, drawing, leadership, or model car building.

This is a typical day at ACRMA12, where our vision becomes a reality for hundreds of students every year who are likely to be the first in their family to have the expectation and the opportunity to attend a 4-year college or university. Any student interviewed on any day would proudly say they are a Mustang at ACRMA12, where they Read to Know and Write to Show as their proven pathway to high school and college.

## **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**

#### **Describe the Measurable Goals and Objectives of the Educational Program**

ACRMA 12 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, ACRMA 12 will employ high-quality, purposeful, actionable and strategically-sequenced assessments for learning and of learning.

Using the Common Core and CA Standards where applicable, ACRMA 12 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, ACRMA 12 implements standards aligned interim assessments. These assessments are built by the Home Office Academic Team in partnership with outside assessment vendors, and are aligned to the Common Core and NGSS standards. The interims are built off of the assessment blueprints and item specifications for Smarter Balanced and the released items from the yet-to-be operational new California Science Assessment (CAST). Data from each interim is immediately available to ACRMA 12 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.

<b>ASSESSMENT TYPE</b>	<b>FREQUENCY</b>	<b>GRADES/CONTENT</b>	<b>DESCRIPTION</b>
<b>Interim Assessments</b>	3x per year	All grades, 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. Alliance's Interim Assessment Inventory includes both assessments that are unique to Alliance
<b>Lexile Level-Set Assessment</b>	3x per year	All grades	Achieve 3000 Level-Set assessments measures students progress and performance on reading comprehension skills.
<b>Smarter Balanced Summative Assessments</b>	1x per year	Grades 6-8, 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.
<b>California Adaptive Assessment (CAA)</b>	1x per year	All grades, 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.

<b>California Science Assessment Test (CAST)</b>	1x per year	Grade 8	CA NGSS Summative assessment. Administered in the spring for grade 8
<b>English Language Proficiency Assessments for California (ELPAC)</b>	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 will replace the CELDT after the fall of 2017 and will be the main assessment tool used to measure growth and progress for reclassification.
<b>Physical Education Test</b>	1x per year	Grade 7	Students in grades 7 participate in this State required assessment on basic components of CA Physical Education Standards.

ACRMA 12 tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and District guidelines for modifications and adaptations.

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.

<b>Type of Data Gathered</b>	<b>Role &amp; Use of Data</b>	<b>Frequency</b>
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 ACRMA 12 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**

ACRMA 12 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 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***

ACRMA 12 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.

ACRMA 12 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 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.

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 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 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.<sup>7</sup>

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.

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<sup>7</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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.

## **Public Operating Principles**

### **Charter School**

Charter 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 School Board of Directors. The affairs of Charter School, however, are managed and its powers are exercised solely under the authority of the 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. Charter School is and will be solely responsible for the debts and obligations of Charter School.

### **School Board of Directors**

The nine directors of the 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 School Board of Directors. LAUSD reserves the right to appoint a single representative to serve on the Board. The School Board of Directors 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 a school district shall serve for such term of office as is specified by the school 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 varied experiences and backgrounds of stakeholders on the School Board of Directors, lend different perspectives and expertise to the effective monitoring of the school in instruction, academic performance, operations, and finance.

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 interest, (ii) appointment of committees, and (iii) indemnification of directors.<sup>8</sup>

The School Board of Directors meetings shall be held at the school site and may elect to use teleconferencing in connection with any meeting of the Board. 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 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 teachers who serve on the School Board of Directors are required to annually sign a statement acknowledging any conflicts of interest. They are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits.

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.

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<sup>8</sup> To clarify, any such approval must otherwise be consistent with all applicable conflict of interest and ethics requirements.

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 amendment process in order to be effective.

Charter School complies with the Brown Act. The school posts its Board of Directors schedule of quarterly meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records and posts actions of the School Board of Directors. 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. All meetings of the Charter School Board are open to the public, excluding closed sessions as permitted by the Brown Act.

### **Grievance Procedure for Parents and Students**

Charter School will implement the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures.
3. Notify parents, students, and employees of its nondiscrimination policy.

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

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

### **School Coordinating Council**

The School Coordinating Council (SCC) with a membership of 10 to 20 stakeholders representing various 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. The School Coordinating Council (SCC) will help guide the decisions that best serve the families. Based on suggestions and recommendations from the Coordinating Council, the Principal will reflect this feedback in their decisions and operations. The Coordinating Council will meet at the school site a minimum of four times per year. Should topics or recommendations warrant a discussion with the School Board of 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. ACRMA 12 (referred to in this element as “Charter 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 a services contract. 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.

### **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 provides oversight and monitors 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 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 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 townhall 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.

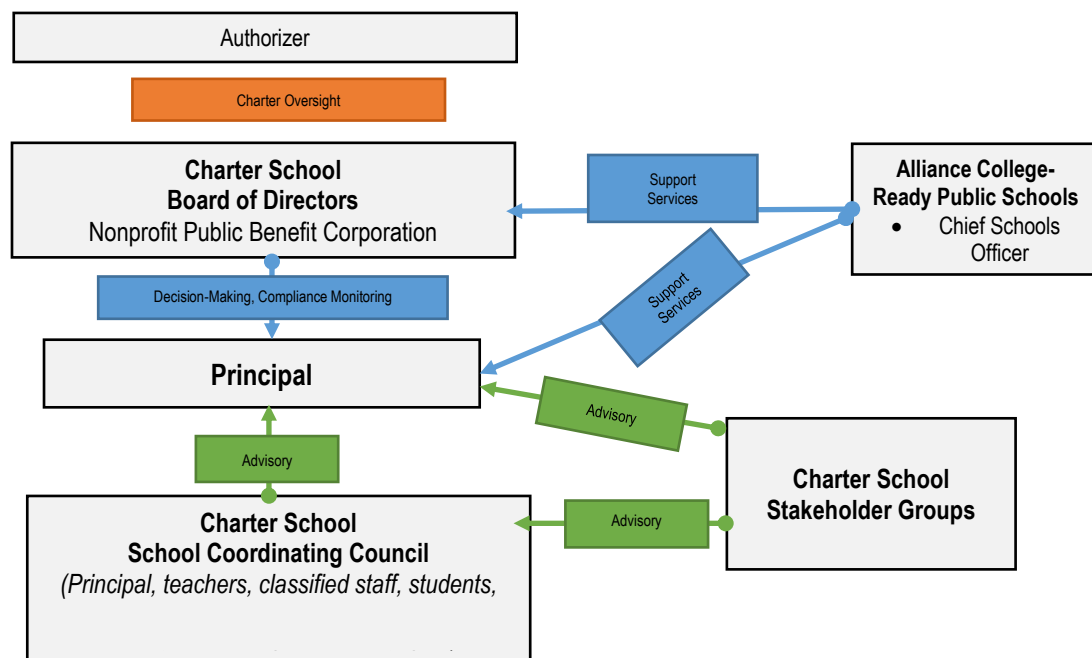


## **Community Engagement**

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 (PES). The Parent Engagement Specialist collaborates with the principal to support him or her in representing the interests of the community.

- Members of the community at large are solicited to serve in Charter 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 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 ACRMA 12 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 ACRMA 12 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:

ACRMA 12 is committed to serving all students. As detailed in Element 7, the Outreach Plan includes targeted efforts to recruit all students, including 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**

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 ACRMA 12. (Siblings must share at least one biological parent or legal guardian.)
- 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 ACRMA 12 together and they do not have any other siblings currently attending ACRMA 12, 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 ACRMA 12'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. 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 school. The 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 acceptance 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 acceptance and waitlists will be made available following the lottery (if needed) and upon request. Parents/guardians of applicants on the enrollment 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 10 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.

### **Transportation**

Transportation will be the responsibility of families who choose to attend ACRMA 12. The school will not provide transportation for students from home-to-school or school-to-home, except in instances of compliance with the Americans with Disabilities Act, the McKinney-Vento Act or the Individuals with Disabilities Education Act ("IDEA") with regards to providing transportation to eligible students.

### **Student Records**

ACRMA 12 will adhere to procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student's records (i.e. IEP, cumulative, bilingual) will be requested by ACRMA 12 from the respective school or district. Upon exit from ACRMA 12, a copy of the student's records will be forwarded to the receiving school upon request.

## **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.

ACRMA 12 adheres to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a crime that disqualified them from employment.

All employees must furnish or be able to provide:

- Verification of tuberculosis (TB) testing
- Complete a live scan for purposes of verifying criminal background history
- Legal documents establishing identity and employment authorization

### **Employee Recruitment**

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including utilizing various online job search tools, partnering with teacher recruitment organizations, and participating in local university job fairs. All candidates are screened, formally interviewed and expected to complete a background check, as described in this element.

### **Code of Conduct**

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing ACRMA 12. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

### **Employment Eligibility Requirements**

**Background Check** – As previously stated in the District Required Language, any candidate selected to fill a position at the school is required to complete a background investigation by using the *Live Scan Service Request* form. Since the Alliance has been authorized by the Department of Justice to receive criminal background history information, the Department of Justice (DOJ) sends the applicant's criminal history results directly to Alliance's Secure Mail Server System. Designated members of the Alliance Human Resources Department are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Vice President of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.

**Teaching Credential Verification** - All teacher candidates are required to possess a valid teaching credential with an appropriate authorization for their assignment, including possessing an English Learner Authorization. All credential documents are verified with the California Commission on Teacher Credentialing (CCTC) by a Human Resources representative. The applicant's credential subject authorization must meet state and federal (ESSA) requirements to teach the subject that he/she is being hired to teach.

**TB Verification** - All new employees of Alliance must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) taken within the last sixty (60) days prior to their start date. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years.

**Work Agreements** - Certificated employees are employed on fixed-term employment agreements that are renewable annually. The employment agreement outlines the employee's terms of employment, including job duties, salary and work basis.

**Nepotism Policy** – ACRMA 12 complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

### **Administrative Structure**

The principal and assistant principal are the primary school site administrators. The chairman of the 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 21<sup>st</sup> 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.
- Submits all reports required by state, authorizer or other regulatory agency.
- 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 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 desired.
- 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.
- Monitor 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 desired.
- 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.

**Middle School Counselor (certificated staff):**

The primary mission of the School Counselor is to develop and support students to be prepared for, admitted to, and successful through high school and 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; works with parents/guardians to support students' success; and works with community agencies whose services support the social-emotional needs of students and their families.

Essential functions include, but are not limited to:

- Provide guidance to support middle school completion
- Provide orientation activities for incoming 6th 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
- Evaluate students' culmination status and inform students of their status for culmination
- 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
- Provide guidance to support high school and college matriculation and completion aligned with student personal interests and strengths
- Create college-going culture across the school, at all grade levels
- Coordinate career awareness activities across all grade levels such as career fairs and guest speakers
- Support students in identifying path towards high school and post-secondary options,
- Develop and implement programs related to future financial readiness for all grade levels
- Support personal development of students
- Conduct structured, goal oriented, data driven guidance to meet the identified needs of individuals or group of students
- Conduct guidance learning activities in the classroom to facilitate the infusion of guidance as integrated to the total education curricula.
- Refer students, as needed, to district and community resources in consultation with their parents/guardians
- Consult and coordinate the referral process with other school and district personnel including school psychologists, social workers, nurses, administrators, teachers and other community resources
- Consult and collaborate with teachers, staff and parents/guardians regarding the developmental needs of students
- Provide systems support by coordinating and conducting activities that contribute to the effective operation of the school consistent with the approved school counseling program
- Use district technology, e.g. Power School, Pinnacle to inform and drive the counseling program
- Establish effective liaisons with all grade levels
- Build community resources to promote students' academic, personal/social and career success
- Act as an advocate for students as appropriate in conjunction with other staff
- Conduct professional development/in-service programs for school staff and/or other counselors
- Collaborate with parent engagement specialists to provide opportunities for parent education programs
- Participate with the administration and faculty as a team member in building and district committees
- Actively participate in Alliance, local, state and national professional associations/meetings that foster the development and improvement of school

counseling; read professional journals; attend workshops and conferences, and continue coursework

**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 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 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 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.

Requirements:

*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.



**Alliance Chief Financial 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 Board of Directors, local, state, and federal agencies.

**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, Mac Books, 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 Data Director.
- 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 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 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 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 blood borne 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 school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **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**

Alliance school safety protocols and emergency plans are developed with the guidance of local law enforcement, school administration and Alliance in order to prepare for natural disasters and emergency situations (e.g., fire, earthquake, lockdown, terrorist threats, power outages). Each Alliance school has a comprehensive emergency preparedness plan that describes the safety procedures specific for the school. Training on the emergency 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, ACRMA 12 has adopted and implemented 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.



## **Facilities**

Any facility utilized by Alliance will comply with state building codes, federal Americans with Disabilities Act (“ADA”) access requirements, and other applicable fire, health, and structural safety requirements. Alliance will maintain readily accessible records documenting compliance with the above referenced codes, acts, and requirements. Alliance will ensure that any facility utilized has an appropriate Certificate of Occupancy.

In addition, Alliance 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.

## **Background/TB Clearances and Custodian of Records**

Employees of ACRMA 12 shall submit to a criminal background check as required in Education Code section 44237. The school also requires that employees are examined and determined to be free of active tuberculosis as described in Education Code section 49406. Alliance’s Vice President of Human Resources, Human Resources Representative and Human Resources Specialist serve as the Custodian of Records per California Department of Justice requirements. Staff records are maintained by the Alliance Human Resources department.

## **Health and Wellness**

ACRMA 12 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. ACRMA 12 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 ACRMA 12 to communities in Los Angeles Unified School District, including those that serve diverse populations.
- Publicize ACRMA 12 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.

ACRMA 12 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**

- Anticipated schedule of annual 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 eligible students who attend elementary, middle and high schools in

the target community of South Park, 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.

ACRMA 12 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.

ACRMA 12 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 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 (CMO), the Chief Business Officer, in coordination with the CMO Audit Committee, is responsible for the selection of a qualified independent auditor to conduct the required annual financial audit. 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 School Board of Directors considers a resolution annually providing the Audit Committee the authority to select the financial auditor. The auditor is retained by the CMO 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. 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 CMO Accounting Team, as per the school’s Administrative Services Agreement with the Alliance College-Ready Public Schools.

Any deficiencies, findings, material weaknesses, or audit exceptions are reported to ACRPS's Audit Committee. The CMO Accounting Team, led by its Controller, will work with the school's leadership and 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 School Board of Directors meeting.

The CMO 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 CMO provides specific back-office services to the school, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The CMO also provides oversight and monitors adherence by the School Board of Directors to the charter process and any applicable law. The Alliance CMO 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.

## **School Culture & Climate**

As mentioned above, our campus culture was a highlight of our WASC 6-year accreditation. Our zero suspension rate is strongly correlated to our counseling program and system of school-wide PBIS. Teachers have been trained in Positive Discipline and Restorative Justice. ACRMA12 is also in the first cohort of schools to partner with the Los Angeles County Office of Education in their new three-year PBIS training program, which is helping us quantify a sustainable Tier 1, 2, and 3 framework for maintaining our safe and effective learning environment.

Through school-wide PBIS-based programs such as Kickboard, students earn a weekly "paycheck" that reflects their efforts in doing their best to be good citizens. Students who thrive with a more personalized approach are invited to participate in weekly special-interest groups on building friendships, anger management, coping with grief, and building self-esteem. This is where the counseling team offers lessons to build students' skills in engaging in their world around them. As need intensifies, ACRMA12 partners with community mental health agencies to deploy psychological counseling and family counseling services. This tiered, wraparound approach builds a strong scaffold for students and their parents.

To further our college-bound mission, we have partnered with UCLA since our founding year in 2013. Our longest-term project to date has been Project LIFT (Linking Families Together), a three-year study on the benefits of direct school-to-parent communication on both academics and healthy behaviors that ran from 2013-2016. The goal of the study was to help researchers understand how and why kids do well in school and stay healthy. The most recent research partnership with UCLA is a study of how motivation can benefit learning. In this study, teams of 6<sup>th</sup> grade students participate in a game-based educational "competition" with their older mentor captains (7<sup>th</sup> and 8<sup>th</sup> graders).



Loyola Marymount University and ACRMA12 have been partners since 2014 on restorative justice practices. Members of LMU's Center for Urban Resilience have worked with our students and teachers on the restorative practices that are part of our daily school lives. We share the Restorative Justice philosophy that allows everyone affected by conflict to hold people accountable for their actions by hearing what happened, how everyone has been affected and what can be done to repair the harm.

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 ACRMA 12. 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, and restorative justice.

ACRMA 12 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 ACRMA 12's Parent/Student/Staff 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.

### **Code of Conduct**

*Student responsibilities include, but are not limited to:*

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy.
- Respecting fellow students and school personnel.
- Attending classes regularly and on time.
- Completing all assigned work (to the best of the student's ability).
- Being prepared for class (bringing materials such as books, homework, etc.).
- Participating in all assessment measures (e.g., tests).
- Respecting the property of the school and others.
- Keeping the campus clean.
- Wearing the school uniform. One school uniform shall be provided to each student per school year at no cost.

ACRMA 12 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, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

*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

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) 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 twenty (20) school days in one academic year.

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

### **Grounds for Suspension and Expulsion**

The 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.

## LAUSD Suspension and Expulsion Matrix

Category I Student Offenses with <b>No</b> Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with <b>Limited</b> Principal Discretion	Category III* Student Offenses with <b>Broad</b> Principal Discretion
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus</u> . [E.C. 48915(c)]	Principal <b>must</b> recommend expulsion when the following occur <u>at school or at a school activity off campus</u> <b>unless</b> the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]	Principal <b>may</b> recommend expulsion when the following occur at any time, including, but not limited to, <u>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</u> . [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. <b>(Unless, in the case of "caused," the injury is serious. [See II.1])</b> 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. <b>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)</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 Causes for Suspension/Expulsion

The ACRMA 12'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**

Suspension is preceded by a conference conducted by the principal or administrative designee 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, the principal or administrative designee makes a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice 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.

### ***Length of Suspension***

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. During the term of the suspension, ACRMA 12 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 another 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 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 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, 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***

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 ACRMA 12's 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 school's 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 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.

### ***Presentation of Evidence***

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. 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.

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 recommend expulsion, 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. 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.

### ***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, 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. 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. Until an alternative placement is found, ACRMA 12 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 this time.

### ***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***

ACRMA 12 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 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***

ACRMA 12 shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The school is responsible for reinstating 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 Office of Education (LACOE). The Charter School will continue its participation 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 PEPRRA) or 10.25% (if not subject to PEPRRA) and ACRMA 12 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 PEPRRA) or 7% (if not subject to PEPRRA) and ACRMA 12 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** - ACRMA 12 participates in Old Age Survivor Disability Insurance (OASDI) for non-PERS/STRS eligible part-time employees. The ACRMA 12 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, ACRMA 12 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.

## **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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Alliance College-Ready Middle Academy No. 12  
131 E. 50<sup>th</sup> Street  
Los Angeles, CA 90011

- 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Alliance College-Ready Middle Academy No. 12  
131 E. 50<sup>th</sup> Street  
Los Angeles, CA 90011

- 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).)***

The Alliance Chief Business Officer is designated as the Charter School’s closure agent in the event the school closes.

### **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 1<sup>st</sup> 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 30<sup>th</sup> 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, 28<sup>th</sup> 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).)