



**LAUSD BOARD
APPROVED**



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TERM: 2021-2026**

**CHIME Institute's Schwarzenegger Community School TK/K-8
Renewal Petition for a Five-Year Term**

July 1, 2021 - June 30, 2026

Submitted to the Los Angeles Unified School District
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Affirmations, Assurances and Declarations

CHIME Institute's Schwarzenegger Community School (also referred to herein as "CHIME SCS" "CHIME" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the

cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 - THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified

- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local

educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

GENERAL INFORMATION

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Dr. Erin Studer, Executive Director
• The contact address for Charter School is:	19722 Collier Street Woodland Hills, Ca 91364

• The contact phone number for Charter School is:	818-346-5100
• The current address of the Charter School is:	19722 Collier Street, Woodland Hills, CA 91364
• This location is in LAUSD Board District:	4
• This location is in LAUSD Local District:	NW
• The grade configuration of the Charter School is:	TK/K-8
• The number of students in the first year will be:	772
• The grade level(s) of the students in the first year will be:	TK/K-8
• Charter School's scheduled first day of instruction in 2021-22 is:	August 16, 2021
• The enrollment capacity:	772
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) is:	Traditional
• The bell schedule for Charter School is:	TK/K: 9:00 AM – 2:00 PM 1st –3rd: 8:30 AM – 2:40 PM 4 th -5 th : 8:30 AM-2:55 PM 6 th – 8 th : 8:10 AM – 2:55 PM
• The term of this Charter for Middle and High performing schools:	July 1, 2021-June 30, 2026

COMMUNITY NEED FOR CHARTER SCHOOL

“Imagine a world where all children are equally valued, a world where every child is seen as a gift.”

CHIME Institute's Schwarzenegger Community School (“CHIME SCS” and “Charter School”) is an inclusive learning community where ***all*** students, their parents, and the school's staff appreciate and value diversity in all its forms.

The then-named CHIME Charter School was authorized by the Los Angeles Unified School District (“LAUSD” or “District”) and opened in August 2001 with approximately 75 children in grades K-4. In 2010, at the request of former First Lady Maria Shriver in honor of former Governor Arnold Schwarzenegger, the CHIME Charter School was officially changed to CHIME Institute's Schwarzenegger Community School. CHIME Charter Middle School opened fall 2003 to serve students in 6-8th grades; in 2011, LAUSD approved a merger of the two charter schools with one middle grade added annually to CHIME SCS from 2011-13 to establish a full TK-8 school starting in 2013-14.

In 2019-20, CHIME SCS served 790 students in grades TK-8. Approximately 15-20% of the students in each class are identified with disabilities. The CHIME SCS model allows for the individual needs of each child to be addressed in a manner that enhances each child's strengths while also addressing learning needs. The education program is based on constructivist

approaches, and designed to engage students in problem solving activities at levels appropriate to individual needs.

CHIME SCS is operated by the CHIME Institute, originally founded in 1990, a national leader in the development and delivery of quality inclusive education. CHIME Institute has a dual mission to develop and implement model programs that support all children to achieve their maximum potential, and to provide dynamic research and training environments to disseminate best educational practices. The CHIME Institute is overseen by a Board of Directors comprised of parents of CHIME SCS students, faculty representatives from California State University Northridge (“CSUN”) and community members with expertise and skills in education, finance, business management, law, marketing, and community activism. CHIME Institute (formerly CHIME Institute for Children with Special Needs) administers the following programs, in addition to CHIME SCS:

- A center for educator development in partnership with CSUN and LAUSD, in which CHIME SCS facilitates university student involvement on a variety of levels, and has a designated liaison between the charter school and the university that also provides an avenue for CHIME SCS’s teachers to tap into the resources of the university;
- A research center, whereby CHIME Institute's schools and programs serve as a laboratory in which faculty and students investigate how children learn, and as a resource on inclusive education for educators, parents;
- CHIME Institute’s Preschool Inclusion Program was started in 1990, serving children from 3 to 6 years of age;
- CHIME Institute Infant and Toddler Program, established in 1991, serves children from birth through age 3 and their families.

We are quite proud of our achievements to date, including:

- CHIME SCS’ students reflect the demographics of the surrounding community; as of the school year 2019-20 our diverse enrollment included 21.3% Hispanic/Latino, 5.1% Two or More Races, 3.4% Black, 64.9% White, 20.6% FRPL, 11.4% English Learner, 0.6% Homeless and Foster Youth and 15.1% Special Education, and of those, approximately 50% of our students with special needs have moderate-severe disabilities including autism, mental retardation, severe physical disabilities and students identified with serious social-emotional needs.
- Strong community demand, with more than 1,000 students on our wait list for enrollment for 2020-21.
- On the 2019 California Assessment of Student Performance and Progress exams (CAASPP), 55% of CHIME SCS’s students in grades 3-8 Met or Exceeded grade level standards in ELA (compared to 50% statewide) and 43% Met/Exceeded standards in Math (compared to 40.93% statewide).
- On the 2019 CAST in Science, 33% of CHIME SCS’ 5th and 8th graders Met or Exceeded state standards, slightly above the statewide performance (32% and 31% respectively for the same grades).

- CHIME SCS is the only charter school in California to *twice* be awarded the California Charter School Association's Hart Vision Award: Charter School of the Year (2005 and 2016).
- Hailed by the U.S. Department of Education as "a model for full inclusion and ... a blueprint locally and around the country."
- Featured by former State Superintendent of Public Instruction Tom Torlakson in a California Department of Education video on Inclusive Schools.
- CHIME SCS has led teacher professional development for more than 1,000 teachers and paraeducators at more than 60 schools across California and New York to help those schools adopt practices that would provide more inclusive opportunities for their students.
- *Daily News* Reader's Choice Award twelve years in a row.

CHIME SCS serves the intent of the Charter Schools Act, LAUSD's mission and vision and strategic goals that serves a full spectrum of diverse learners in an inclusive learning community. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. A well-established body of research that is supported by federal and state law indicates that inclusion of children with disabilities benefits both students with and without disabilities alike:

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class.¹ Sailor has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind.² Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes.³ Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.⁴

¹ Gandhi, A. G. (2007). Context Matters: Exploring relations between inclusion and reading achievement of students without disabilities. *International Journal of Disability, Development and Education*, 54(1), 91–112.

<http://doi.org/10.1080/10349120601149797>; Cole, C.M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation*, 42, 136-144.

² Sailor, W. (2008). Access to the general education: Systems change or tinker some more? *Research and Practice for Persons with Severe Disabilities*, 33(4), 249-257

³ Wilson, G. L., Kim, S. A., & Michaels, C. A. (2011). Factors associated with where secondary students with disabilities are educated and how they are doing. *Journal of Special Education*, 20(10), 1-14; Vaughn S., Moody S. W., Schumm J. S. (1998). Broken promises: Reading instruction in the resource room. *Exceptional Children*, 64, 211–225; Rea, P.J., McLaughlin, V.L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional Children*, 68, 203- 222; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34(6), 323-332.

⁴ Boyd, B. A., Conroy, M. A., Asmus, J. M., McKenney, E. L. W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training*

Peer supports can support the development of positive social relationships while reducing reliance on adults. This strategy involves an arrangement in which typical peers provide social and academic support to a classmate with significant disabilities, while receiving guidance from adults, such as the general and special educators as well as paraprofessionals.⁵ Although these arrangements often begin with some adult facilitation (although all students must willingly participate), students with and without disabilities generally become comfortable with one another over time, and often develop friendships as a result.⁶ Finally, in a recent meta-analysis conducted by Waldron, Cole, and Majd of students with disabilities and their typically developing peers in inclusive settings, both cohorts of children, those with disabilities and those without, made academic gains in inclusive settings. For students with disabilities these gains were superior to those of similar students with disabilities in segregated settings. Typically developing students gained academically in the same way as peers in non-integrated classrooms but did make gains in other ethical and social dimensions of learning.⁷

However, in spite of the extensive supporting evidence from the educational research community, state and federal legal mandates, and curricular best practices, the availability of inclusive educational options is very limited. Many parents of children with disabilities often report difficulty in locating schools that are responsive to their children's special learning requirements and many teachers feel unprepared to meet the complex challenges such students present. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. CHIME SCS works to improve scholarship and social awareness in the community at-large.

in Developmental Disabilities, 43(2), 186-197; Carter, E. W., Siseo, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113, 479-494.

⁵ Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Baltimore, MD: Paul H. Brookes

⁶ Carter E. W., Bottema-Beutel K., Brock M. E. (2014). Social interactions and friendships. In Agran M., Brown F., Hughes C., Quirk C., Ryndak D. (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future*. Baltimore, MD: Paul H. Brookes.

⁷ Waldron, N., Cole, C., & Majd, M. (2001). *The academic progress of students across inclusive and traditional settings: A two year Indiana inclusion study*. Bloomington, IN: Indiana Institute on Disability & Community.

48. CHIME MEETS CHARTER RENEWAL CRITERIA UNDER THE REVISED CALIFORNIA EDUCATION CODE § 47607

As detailed in the new *LAUSD Policy and Procedures for Charter Schools, August 11, 2020* (“LAUSD Charter Policy”), pursuant to amendments to the state’s Charter Schools Act by A.B. 1505, “The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Are the charter school’s enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, 47607(e).)⁸

We address each of these criteria in turn.

CHIME SCS MEETS CRITERION 1 FOR RENEWAL WITH A SOUND EDUCATIONAL PROGRAM, STRONG CAPACITY AND A COMPREHENSIVE CHARTER PETITION

As detailed in the LAUSD Charter Policy, Criterion 1 “requires an analysis of the following (subsection letters added for clarity):

- [a] Whether the petition includes a sound educational program;
- [b] Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- [c] Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- [d] Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).⁹

Regarding subparts (b) and (c) above, we respectfully submit that CHIME here presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which include the District’s *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e).

⁸ *LAUSD Policy and Procedures for Charter Schools, August 11, 2020.*

⁹ *Ibid.*

As for the soundness of CHIME SCS’s educational program and the capacity of our team to implement the program detailed throughout these pages – subparts (a) and (d) above -- LAUSD’s Charter Policy notes that these “are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school’s record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations.”¹⁰

These four criteria, not surprisingly, directly align with the LAUSD Charter Schools Division (CSD) Annual Oversight Visit review system. In our most recent Oversight Visit Report, dated February 13, 2020, we received ratings of “*Proficient*” in three out four categories (Governance, Student Achievement and Educational Performance and Fiscal Operations), but we unfortunately received a mandatory “1” for Organizational Management due to a failure to ensure that all 174 Charter School employees completed mandated child abuse training within the first six weeks of school, some new employees’ TB screenings were not timely and some vendors failed to provide proper certifications. CHIME SCS had implemented a new online system for staff training on these required trainings and we simply failed to properly monitor staff compliance; effective 2020-21, all staff who fail to complete the online training by August 10th are required to attend in-person training, prior to the commencement of school. CHIME SCS also has contracted with a medical office, at no charge to employees, to process all TB screening for new employees in a timely fashion; and a new process has been implemented for vendor certifications with a provision that vendors will not be paid until their certifications are in compliance. All of these issues have been resolved, and we anticipate that we will receive at least a “2” if not a “3” in 2020-21 in Organizational Management.

2019-20:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	1	3

In prior years of this charter term, CHIME consistently has received 3’s/*Proficient* in Governance, 3’s/*Proficient* in Student Achievement and Educational Performance, and 2’s/*Developing* in Organizational Management and 2’s/*Developing* in Fiscal Operations.

On the 2019-20 A CSD staff noted several “Areas of Demonstrated Strength and/or Progress:”

¹⁰ Ibid., p. 28.

Governance

- **GOVERNANCE STRUCTURE AND EVALUTATION OF SCHOOL LEADER(S):** The Board of Directors has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s).
- **BROWN ACT:** The Governing Board complies with most material provisions of the Brown Act. Binder documentation provided evidence of monthly board meetings scheduled for the 2019-20 school year. Agendas and minutes of Board of Directors meetings are available on the school website. The Board of Directors Retreat agenda indicates the Brown Act training occurred on 9/28/19.
- **DATA-BASED DECISION-MAKING:** The Governing Board monitors school performance and other internal data to inform decision making, including enrollment and attendance data, student performance, and parent engagement. Board of Directors meeting agendas and minutes also reveal that the organization has a standing agenda item ("Finance and Audit Committee") with a description stating, "The Board will be given an opportunity to ask questions about the report as provided by the Committee."

Student Achievement and Educational Performance

- **SBAC SUBGROUP ELA:** All subgroups demonstrated growth in CAASPP ELA performance from 2017-19 to 2018-19: the Latino subgroup increased by 17.65 percentage points from 31.43% to 49.08%; the Students with Disabilities subgroup increased by 1.20 percentage points from 15.66% to 16.86%; the White subgroup increased by 7.79 percentage points from 48.57% to 56.36%.
- **SBAC SUBGROUP MATH:** The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-18 to 2018-19: the Latino subgroup increased by 8.60 percentage points from 23.81% to 32.41%; the White subgroup increased by 1.27 percentage points from 43.62% to 44.89%.
- **SBAC SCHOOLWIDE ELA:** The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th Grade on SBAC in ELA is at a rate higher than the Resident Schools Median: CHIME students Met/Exceeded the standards in ELA at 54.89%, which is a rate 13.5 percentage points higher than the Resident Schools Median of 41.39%
- **SBAC SCHOOLWIDE MATH:** The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th Grade on SBAC in Math is at a rate higher than the Resident Schools Median: CHIME students Met/Exceeded the standards in ELA at 42.85%, which is a rate 8.46 percentage points higher than the Resident Schools Median of 34.38%
- **"AT RISK" ENGLISH LEARNERS:** The school's percentage of "At Risk" English Learners is at a rate lower than the Resident Schools Median (6.7% compared to 10.5%).

Organizational Management, Programs and Operations

- **HEALTH AND SAFETY:** The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings, and emergency epi-pens.
- **STANDARDS-BASED INSTRUCTION:** The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Binder documentation provided evidence of

pacing plans for grade levels TK-5 and for each core subject area for grades 6-8, the CHIME ELL Master Plan, the school's LCAP aligned to 8 state priorities, professional development (PD) materials for sessions aligned to identified student needs, including Intensive Workshop Time for the FUNdations reading development curriculum, Universal Design for Learning (UDL), and social emotional learning (SEL). Classroom observations provided evidence of instruction aligned to the three focus areas discussed with school leadership: UDL, student engagement, and co-teaching.

- **IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM:** The school has fully implemented the key features of the education program described in the charter including, but not limited to, full-inclusion of Students with Disabilities (SWD), co-teaching, and differentiated instruction, accommodations, and supports.
- **SPECIAL EDUCATION:** The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.
- **PROFESSIONAL DEVELOPMENT:** The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter.

Fiscal Operations

The school's fiscal condition is positive since the 2015-16 fiscal year. According to the 2018-19 independent audit report, the school had positive net assets of \$6,260,588 and net income of \$175,296.¹¹

Just recently, on August 3, 2020, CHIME SCS received a "Notice of Concern" from a Fiscal Services Manager at LAUSD, regarding CHIME SCS' declining fiscal position based on a "downward trajectory of reported net assets" over the current charter term, though the letter noted CHIME SCS has "maintained a positive net asset balance."

It is important to remember that CHIME SCS occupies a facility at 19722 Collier Street, Woodland Hills, CA 91364 that previously was an LAUSD-operated elementary school. CHIME utilizes both the original school building, built in 1961, as well as a newly constructed building that we built in 2014-16, using a combination of:

- approximately \$7.5M in state bond funds (~\$3.25 loan and ~\$3.25M grant)
- approximately \$3.2M in matching facilities grant dollars from LAUSD.

The \$3.25M loan portion of the Prop. 55 grant is a 30-year loan from the state at 2% interest. As a condition of the bond, LAUSD granted CHIME a 40-year land lease for the property. In our financials, \$11M was booked as an asset to CHIME, and we are thus required to show \$300,000 in depreciation each year on the facility. We also pay \$200,000 in interest on the loan to the state, which comes out of the top of our LCFF payment before it is disbursed to us. Of significance however, these are the only two facilities occupancy-related expenses we have – CHIME does not pay any rent or mortgage costs. Thus, with 790 students, and total facilities costs of \$500,000 per year, *our per student facilities charges are just \$633/student per year* – well below market rates compared to what other charter schools across Los Angeles are paying.

¹¹ LAUSD CSD Annual Oversight Visit Report, February 13, 2020.

In return, we have approximately 52,000 square feet of indoor space with 33 classrooms, 1 main office, 7 administrative/clerical offices, 2 teacher work areas, a 200 square foot library, an auditorium, one art room and a music room.; we also have approximately 6.5 acres of total campus space on which we have outdoor facilities consisting of a double basketball court, junior soccer field, and a 1/10th mile cinder track, and 67 parking spaces.

On August, 31, 2020, CHIME's Executive Director, Erin Studer, responded to LAUSD:

CHIME's downward fiscal trend is driven by two main factors that CHIME works actively to address and account for on an annual basis. The first is that while the building asset noted in your Notice of Concern does represent a larger part of our fund balance it is also important to note that the buildings that represent that asset are listed as a depreciating asset on our annual audit. Approximately \$300,000 per year of depreciation is booked as an expense on an annual basis. Therefore to reflect a positive trend on our Net Income we are required to net over \$300,000 of net proceeds on an annual basis in order to avoid a Net Loss. In short not only does CHIME need to balance our budget we need to do so with an excess of greater than \$300,000 each school year.

Complicating this is the change over recent years to the LCFF model of funding public schools. LCFF places significant fiscal priorities on additional funding for students who qualify for Free and Reduced price lunch, foster and homeless youth, and English Learners. While we have an increasing unduplicated pupil count over the past several years,^[12] we still do not have the aggregate number of these student groups to qualify for a concentration grant. Therefore, CHIME receives less per pupil funding than LAUSD district school[s]. Sadly, the one at risk student group unaffected by LCFF funding changes were students with special needs.

As a fully inclusive school CHIME is different from other LAUSD schools and other charter schools in that it fully includes all students in the general education classroom regardless of ability. This attractive model has resulted in CHIME serving a greater percentage of students with special needs (especially students with moderate to severe special education needs) than LAUSD or other LAUSD authorized charters. As you are aware, serving students with significant needs often results in higher costs for a school. Therefore CHIME is serving many high needs students (greater percentages than local district and charter schools) who have not been funded equally by the LCFF model, receive less funding than other schools based on the LCFF model, and need to account for depreciation costs of our 2015 construction project. So while the funding balance may be declining, overall there has been significant fiscal discipline in ensuring that all actual costs are funded, the school's enrollment is robust, and that prior to depreciation costs regarding the buildings we maintain a positive net balance.¹³

¹² In 2016-17, the first year of this charter term, we had an unduplicated pupil count of 154 students, or 20.7% of enrollment; in 2019-20, we had an unduplicated pupil count of 219 students, or 27.9% of total enrollment. *Internal Data.*

¹³ August 31, 2020 email from Erin Studer of CHIME to Charter Schools Division et al at LAUSD.

At our last renewal in 2016, CHIME was assigned “benchmarks” by LAUSD. The following details those benchmarks and current status of each (annual updates have been provided to CSD staff as required):

Instructional

CHIME will provide an annual student achievement report to the Charter Schools Division that reports on the school’s progress toward the performance targets identified in its charter and LCAP, including but not limited to schoolwide and subgroup performance and progress as measured by the Smarter Balanced Assessments, CELDT, other state standardized measures of performance, and the school’s internal assessments with an annual academic performance analysis and self-reflection, due no later than October 1.

While the California Assessment of Student Performance and Progress (CAASPP) was not administered in 2020 due to the Covid-19 pandemic, in the most recent test administration in 2019, as detailed more fully below, CHIME’s students realized a global increase in scores for the entire school and across all statistically significant subgroups, with the sole exception of SWD, which maintained (and did not decrease) their math score – still more than 30 points higher than the statewide average.¹⁴ In part, we believe this increase is due to CHIME’s increased utilization on the CAASPP interim assessments provided by the California Department of Education (CDE) that helped prepare the students for the test format, technology tools, and questions types. The interim assessments also supported teachers in making formative instruction decisions during the school year so that they could support students in standards that the students had not yet mastered.

Operational

CHIME will demonstrate an ongoing increase in reclassification of its English Learners above its current rate [in 2014-15] of 0% over the new charter term and ensure accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS’ submission windows each year of the charter term.

Over the current charter term, CHIME has consistently reclassified ELs at a rate higher than LAUSD – in fact, twice doubling LAUSD’s reclassification rate, including in 2019-20 (31.6% at CHIME v. 15.8% at LAUSD). In the one year in which it appear that CHIME performed lower than LAUSD in reclassification, 2018-19, that in fact was a reporting error on the part of CHIME where just “3” was recorded in CALPADs instead of “30” reclassified, and by the time we realized the error it unfortunately was too late to correct it. The correct reclassification rate for that year should be 39%. Our EL Reclassification rates over the current charter term have been as follows:

Year	# of ELs Reclassified	EL Reclassification Rate	LAUSD Reclassification Rate
2016-17	30	34.9%	16.8%

¹⁴ <https://www.caschooldashboard.org/reports/19647336119531/2019>

2017-18	23	32.9%	20.1%
2018-19	30/3	39/5.1%	22.8%
2019-20	24	31.6%	15.8%

Source: <https://data1.cde.ca.gov/dataquest/>

Prior to school closure due to Covid-19 “stay at home” orders from Governor Newsom on March 13, 2020, CHIME had intended to assess 67 students with the Summative ELPAC assessment this past spring. CHIME is currently administering the ELPAC remotely with students and continues to provide instruction and intervention to each of our EL students via distance learning.

Fiscal

The CHIME board of directors will monitor and update the CSD on the following information annually:

- The school and organization’s debt management
- The school and organization’s negative net income management

CHIME will provide budget and cash flow information annually to the Charter Schools Division re:

- Decrease in paraprofessional and classified costs;
- Additional revenue and income stream
- Debt management, and:
- Pension plan recovery

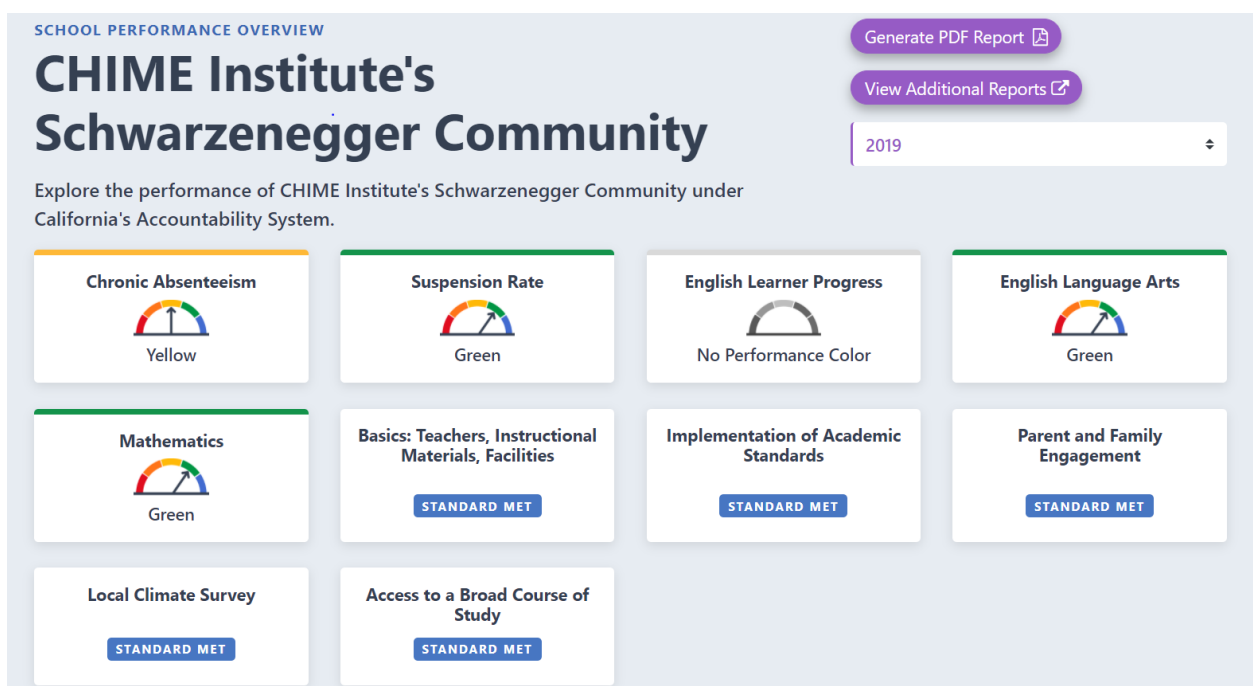
The Charter School has continued to effectively eliminate debt over the past several years – including selling our old middle school property and paying off a \$2M loan associated with that property -- and has avoided incurring interest and late payment charges on revolving debt lines of credit. This is evidenced in the fiscal reports provided to CSD. On a monthly basis, CHIME’s back office provider, ExEd, provides CSD staff with updates including a fiscal dashboard complete with projections and actuals to date, a narrative regarding current fiscal status, a check register of bills paid in that month, and a credit card register of all purchases made using the school credit card. This same packet is reviewed by the CHIME Institute Board of Directors at their monthly meetings. We have also not had a negative net income in the past two fiscal years. In CHIME’s past two annual budgets we have budgeted over \$400,000 in Other Local Revenue. These funds come from grants and other professional development activities that CHIME engages in which generate revenue. We have been successful in maintaining this budget line as a consistent source of revenue for the organization. CHIME SCS has held paraprofessional costs relatively stable in the past three school years which is significant given the minimum wage has increased in all three years. This reflects a reduction in the total hours of para time allotted as well as effective use of special education teacher staffing to ensure all students are supported and accessing their Free and Appropriate Public Education. Finally, with respect to our Pension Plan, CHIME SCS has continued to make significant payments to the pension plan and have closed the gap between the funded amount currently in the plan and the funds needed to payout all stakeholders of the plan in case of plan termination (which is of course highly unlikely). The CHIME SCS board has also explored different investment strategies to increase the revenue generating investments of the plan to further expand the plan holdings.

The LAUSD Charter Policy notes that, “As part of its analysis [of Criterion 1], the LAUSD Board of Education will assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.”¹⁵ We believe the foregoing demonstrates fully that the CHIME SCS’s Executive Director, teachers, staff, and Board of Directors are all firmly committed to successfully implementing the terms of the charter and that when deficiencies arise we have the capacity to evaluate ourselves and our strategies and resources and make course corrections as needed to realized improvements.

CHIME SCS has met all of the elements of Criterion 1.

CHIME MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND SUBGROUP PERFORMANCE ON THE CA DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

We are pleased that the CDE rated CHIME as a “Middle Performing School” for purposes of charter renewal, based on the California Dashboard indicators:¹⁶



Source: <https://www.caschooldashboard.org/reports/19647336119531/2019>

CHIME is in the Green color or gauge, or second-highest of five tiers on the 2019 Dashboard system for English Language Arts (ELA), Mathematics and Suspension Rate, and in the Yellow, or middle tier, for Chronic Absenteeism. The English Learner Progress had no color rating in 2018 or 2019 due to the transition to the new English Learner Proficiency Assessment for California (ELPAC), but 58.1% of CHIME’s 43 English Learner (EL) students were making

¹⁵ LAUSD Charter Policy, p. 28.

¹⁶ CITE: <https://www.cde.ca.gov/sp/ch/csp/performcategory.asp> .

progress (more details on each of these are included below). The Dashboard for 2019 indicates that CHIME meets all of the met/not met criteria: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study.

For Middle Performing Schools, the LAUSD Charter Policy states the following considerations for renewal:

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

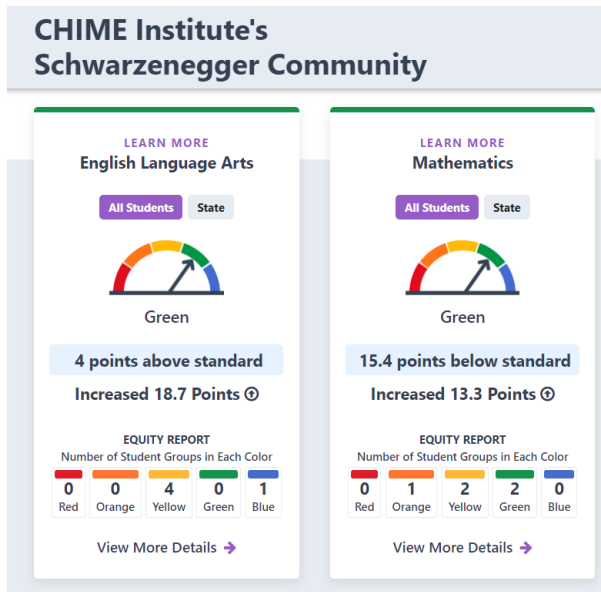
- 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
 - b. Strong postsecondary outcomes, as defined by college enrolment, persistence, and completion rates equal to similar peers.¹⁷

As a school serving grades TK-8, 3(b) is not applicable, thus we focus here first, on CHIME's schoolwide and subgroup performance on the Dashboard, with "greater weight" focused on the academic indicators. We then turn to the clear and convincing evidence demonstrated by "verified data," namely, CAASPP scores, showing that CHIME is achieving at least one year's progress for each year in school . . . equal to similar peers.

CALIFORNIA DASHBOARDS

In looking at the 2019 Dashboard ratings, we are quite pleased that CHIME SCS achieved "green" ratings in both ELA and Math, with growth of 18.7 points and 13.3 points, respectively, over the prior year. The Dashboard uses DFS or Distance from Standard, as a status measure for academic progress, which measures how far (the "distance") each student is from the Level 3 (i.e., "Standard" Met) CAASPP performance level.

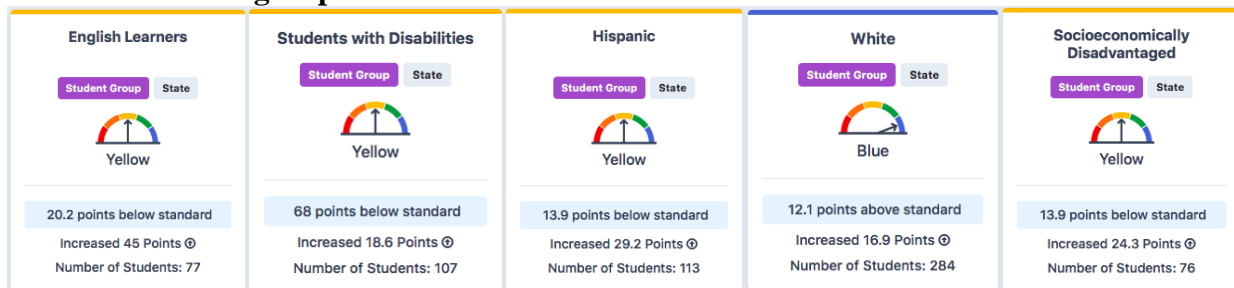
¹⁷ LAUSD Charter Policy, p. 33-34.



<https://www.caschooldashboard.org/reports/19647336119531/2019>

CHIME SCS's ELA score of +4 DFS is **higher than the statewide average** of -2.5 DFS and 27.7 points **higher than the LAUSD average** of -23.7 DFS. Our Math score of -15.4 DFS also is **higher than the statewide average** of -33.5 DFS and **higher than the LAUSD average** of -54.1 DFS.¹⁸

CHIME ELA Subgroups 2019



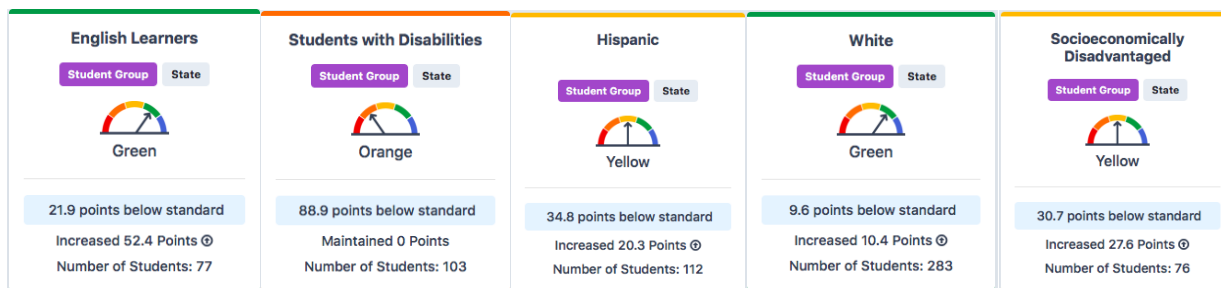
Similarly, most of our statistically significant subgroups' performance, in both ELA and Math, is higher than the statewide and LAUSD averages. In ELA:

- ELs were -20.2 DFS, compared to -45.1 DFS statewide
- SWD were -68 DFS, compared to -88.1 DFS statewide
- Hispanic/Latino students were -13.9 DFS, compared to -26.6 DFS statewide
- SED students were -13.9 DFS, compared to -30.1 DFS statewide.

The one subgroup where our students were not stronger than the state average is White students, with CHIME SCS at +12.1 DFS, compared to +30.7 DFS statewide.

CHIME Math Subgroups 2019

¹⁸ <https://www.caschooldashboard.org/reports/ca/2019/academic-performance#english-language-arts>;
<https://www.caschooldashboard.org/reports/19647330000000/2019/academic-performance#english-language-arts>



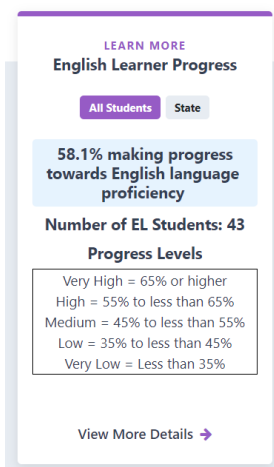
In math, as with ELA, four of our five subgroups outperformed their peers across the state in both ELA and math:

- CHIME's ELs were -21.9 DFS, compared to -68.6 statewide
- SWD were -88.9, compared to -119.4
- Hispanic/Latino were -34.8, compared to -62.2
- SED were -30.7, compared to -63.7.

As with ELA, the one subgroup that did not outperform the statewide average was White students, who were -9.6, compared to +1.4 statewide.

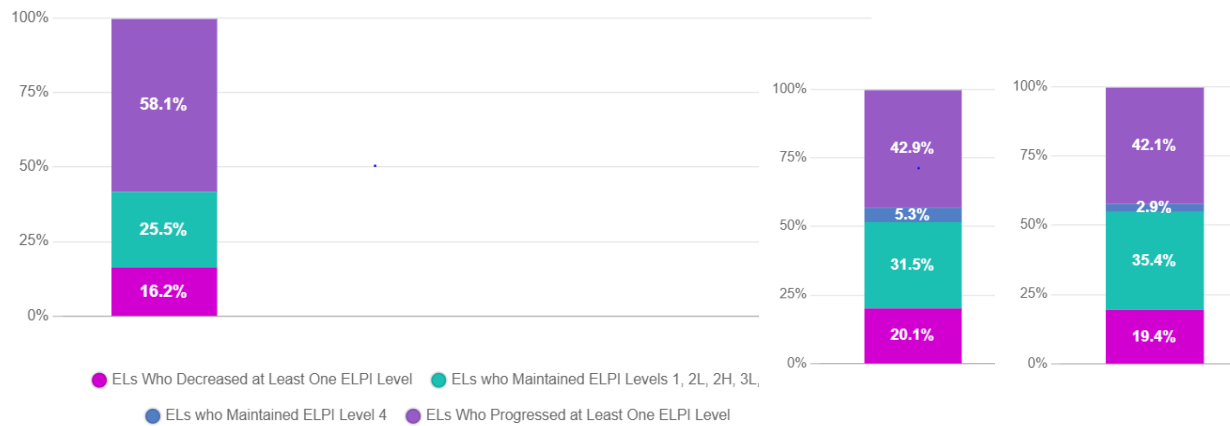
English Learner Progress

The English Learner Progress indicator divides the four levels of the ELPAC exam into six ELPI levels to determine how many students at a school gain at least one ELPI level that year on the ELPAC. Based on this analysis, on the 2019 spring ELPAC, 58.1% of our ELs gained at least one ELPI level, 25.5% maintained ELPI levels 1, 2L, 2H, 3L or 3H, and 16.2% decreased at least one ELPI level:



Student English Language Acquisition Results

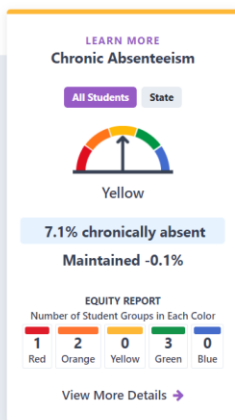
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Again, this is a ***stronger performance than the statewide average***, in which 42.9% of students gained at least one ELPI level; 5.3% maintained level 4; 31.5% maintained ELPI levels 1, 2L, 2H, 3L or 3H; and 20.1% decreased at least one ELPI level.¹⁹ CHIME SCS's results ***also are stronger than LAUSD's ELPI results***, which are very similar to the state levels: 42.1% of ELs in LAUSD gained at least one ELPI level; 2.9% maintained level 4; 35.4% maintained ELPI levels 1, 2L, 2H, 3L or 3H; and 19.4% decreased at least one ELPI level.²⁰

Chronic Absenteeism

CHIME Institute's Schwarzenegger Community



Chronic absenteeism for CHIME SCS is in the yellow, middle tier, with 7.1% chronically absent, *lower* than the state average of 10.1% and *lower* than the LAUSD average of 18.2%.²¹

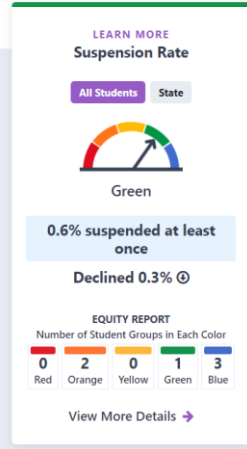
¹⁹

<https://mail.google.com/mail/u/1/#inbox/QgrcJHsTjVnIFNdqBwqwZNkpRfvPzdbcClv?compose=DmwnWrRrIzCMLPcCKXGkbbHslznprgxpLpVQmFFQcdVHVZpWMMFfbhBJCHNrdtZDnrLXxQJVnsG>

²⁰ <https://www.caschooldashboard.org/reports/19647330000000/2019/academic-performance#english-language-arts>

²¹ <https://www.caschooldashboard.org/reports/00000000000000/2019#chronic-absenteeism-card>; <https://www.caschooldashboard.org/reports/19647330000000/2019#chronic-absenteeism-card>

CHIME Institute's Schwarzenegger Community



Suspension

Regarding Suspension, CHIME SCS is in the green, or second-highest tier, with a suspension rate in 2018-19 of 0.6% of students suspended at least once.²² This is slightly higher than the LAUSD rate of 0.4% of students suspended at least once, but lower than the statewide rate of 3.4% of students suspended at least once.²³

VERIFIED DATA CONVINCINGLY DEMONSTRATES THAT CHIME SCS HAS ACHIEVED MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

We now turn to the next prong of Criterion 2, “[T]he [LAUSD] Board shall consider whether there is clear and convincing data, demonstrated by verified data, showing . . . [t]he charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.”²⁴ The LAUSD Charter Policy offers the following definitions:

Until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines “one year’s progress” **as growth in achievement in ELA and Math from one academic year to the next** and will measure progress using the growth metric showing student learning from the District’s School Information+ system, for which charters shall be encouraged to provide data. The District’s expectation is that a charter school demonstrated either the same or higher growth levels as schools serving similar student populations, for each year of the charter school’s current term of the charter (e.g., seven-year, six-year, five-year, or two-year term).²⁵ Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein.

²²<https://www.caschooldashboard.org/reports/19647336119531/2019#suspension-rate-card>

²³ <https://www.caschooldashboard.org/reports/ca/2019/conditions-and-climate#suspension-rate>

²⁴ LAUSD Charter Policy, 33-34.

²⁵ This methodology is based on LAUSD’s School Information+ platform <https://laschoolinfo.coredistricts.org/>.

CAASPP SCORE GROWTH

2019 8th Grade Cohort						
	4th Grade 2014-15	5th Grade 2015-16	6th Grade 2016-17	7th Grade 2017-18	8th Grade 2018-19	5-Year Growth
ELA	2500.1	2517.7	2532.5	2556.7	2601.3	101.2
Math	2498.8	2513.7	2529.8	2552.3	2586.5	87.7

2019 7th Grade Cohort						
	3rd Grade 2014-15	4th Grade 2015-16	5th Grade 2016-17	6th Grade 2017-18	7th Grade 2018-19	Growth
ELA	2439.4	2471.6	2496.9	2509.6	2577.0	137.6
Math	2443.3	2489.5	2507.1	2504.7	2549.7	106.4

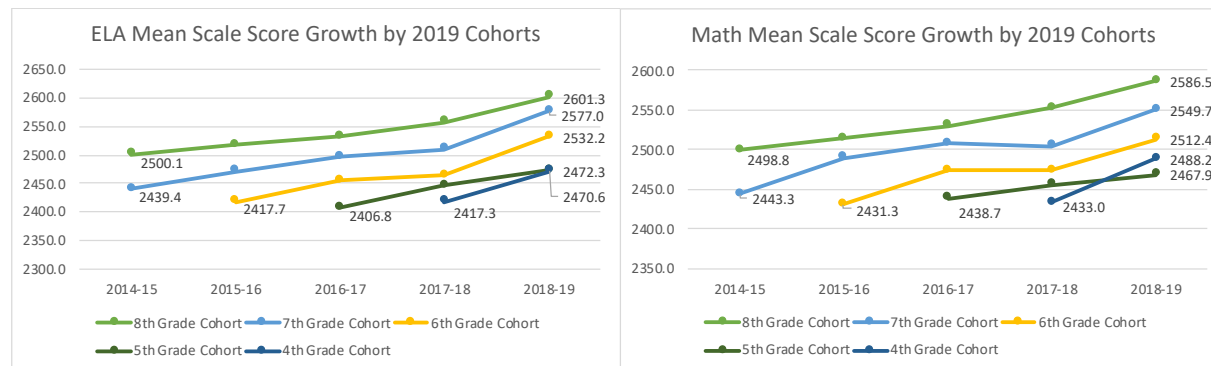
2019 6th Grade Cohort					
	3th Grade 2015-16	4th Grade 2016-17	5th Grade 2017-18	6th Grade 2018-19	Growth
ELA	2417.7	2454.9	2464.2	2532.2	114.5
Math	2431.3	2473.6	2473.5	2512.4	81.1

2019 5th Grade Cohort				
	3rd Grade 2016-17	4th Grade 2017-18	5th Grade 2018-19	Growth
ELA	2406.8	2446.4	2472.3	65.5
Math	2438.7	2455.4	2467.9	29.2

2019 4th Grade Cohort			
	3rd Grade 2017-18	4th Grade 2018-19	Growth
ELA			
Math			

While the CDE provides data on “Change over Time” for CAASPP Mean Scale Scores for a grade level cohort, we note that this is not an authentic demonstration of individual student growth over time as it does not account for student attrition or new enrollments in a cohort and does not calculate individual student growth, but rather looks at cohort averages each year. That said, we are pleased that the data shows that our 2019 Class of 8th graders gained 101.2 Mean Scale Score points in ELA, on average, between their 4th grade CAASPP test in 2015 and the 8th grade test administration in 2019, and 87.7 Mean Scale Score points in Math. Over that same four-year period, the 7th grade cohort in 2019 (who would have had 8th grade test scores in 2020, had the test been administered), achieved even more impressive growth with 137.6 Mean Scale Score points gained in ELA between 3rd grade in 2015 and 7th grade in 2019, and 106.4 Mean Scale Score points gained in Math over those four years. Our 6th grade cohort in 2019 gained 114.5 Mean Scale Score points between 3rd and 6th grades in ELA and 81.1 points in Math. The 5th graders gained 65.5 Mean Scale Score points in ELA and 29.2 points in Math in two years – a trend we notice, in that

students make fewer gains in their 5th grade year, and our 4th graders gained 53.3 Mean Scale Score points in ELA and 53.2 points in Math in one year.



CHIME has clearly met the requirements of Criterion 2 and warrants a five-year renewal term.

CHIME ALSO MEETS CRITERION 3 FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS

Pursuant to Education Code § 47607(e), Criterion 3 asks whether the charter school’s enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: “Substantial fiscal factors may include, but are not limited to, issues related to the charter school’s fiscal solvency, mismanagement of funds and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.).”²⁶ As noted under Criterion 1, LALPA has received a rating from CSD staff of “3”/Proficient for Fiscal Operations and LALPA’s fiscal position is positive.

LAUSD Charter Policy goes on to state, “Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.”²⁷ Teacher retention rates in recent years have been very strong at 96% (two teachers not returning), or for 2020-21, 94% (three teachers not returning). In each case of teachers not returning when invited to do so, it was because of personal reasons such as starting a family, starting graduate school, caring for an ill family member, or moving out of state. Again, as detailed above under Criterion 1, LALPA has received a rating from CSD staff of “3”/Proficient for Governance.

The final consideration is whether “The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47606(d).)”²⁸ CHIME SCS serves all students, including SWD, students who are academically low achieving, FRPL, ELs, F/HY, or student with other special needs. As noted above, we currently have more than 1,000 students on our waiting list for admission. As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program.

LALPA meets all of the requirements of Criterion 3.

As demonstrated throughout the preceding pages and thorough data analysis, LALPA presents a sound educational program for our TK-5 students, and we are achieved measurable increases in academic achievement year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five year charter term.

²⁶ LAUSD Charter Policy, p. 35.

²⁷ Ibid. p. 36.

²⁸ Ibid.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

Created to support and provide the benefits of an inclusive learning community, CHIME SCS develops and supports classrooms that accommodate a wide range of abilities and emphasize students' strengths, interests, and cultural "funds of knowledge" they bring to the classroom.²⁹ Staffing at CHIME SCS emphasizes a collaborative approach in which students, parents, faculty, staff, and community partners (including CSUN) work together to identify each individual student's needs and craft a personalized learning plan that meets his/her needs and goals. Each student who is eligible for special education services will have an Individual Education Program (IEP) that conforms to all State and Federal requirements. Instruction in our model also will be individualized for students who are not eligible for special education services – students' strengths and challenges will be taken into account and planned for during the grade level planning meetings. All students will have designed into their instruction appropriate differentiation based on their specific needs (e.g. Gifted, English Learner, At-risk, etc.) in this way all students receive individualized attention throughout their time at CHIME SCS to meet their educational needs.

As CHIME SCS has demonstrated, students with disabilities, along with students who are gifted and typically developing, can achieve and thrive in an inclusive learning environment. The inclusive model benefits far more than the students with special needs as all of the students thrive in a personalized, differentiated approach to learning that is authentically child-centered.

A variety of instructional methods are used to support the learning of all students, based on a constructivist concept that a student is continually taking-in new information, testing these new data against what (s)he knows and, based on these new data, reconstructing a changed understanding of the world. This constructivist-based approach is supported by cooperative learning as well as a positive behavioral support behavior management philosophy. This philosophy allows for program plans that are built on each individual student's strengths and designed to accommodate different learning needs and styles so that each student can best prepare for success in postsecondary education and meaningful careers.

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

Inclusive Academic Program: CHIME SCS was founded on a model of full inclusion for all children. Throughout the most recent five-year term of its charter CHIME SCS has continued to flourish by demonstrating that all children can learn together in the general education classroom and achieve significant academic and social-emotional growth. CHIME SCS' program is attractive to hundreds of families every year with a steady enrollment of just under 800 students and lottery applications of over 1400 on an annual basis. CHIME SCS draws students from over 42 zip codes in the north Los Angeles County area and outperforms over 85% of the local neighborhood schools that our students would have attended had they not chosen to attend CHIME SCS. In addition, our students with special needs continue to outperform the state and district averages on the annual SBAC tests when compared to other students with special needs. The universally designed, constructivist approach to teaching and learning not only yields results

²⁹ Lopez, J., *Funds of Knowledge*, <http://www.learnnc.org/lp/pages/939> (noting that students' households "contain rich cultural and cognitive resources [-- 'funds of knowledge' --] and that these resources can and should be used in the[] classroom in order to provide culturally responsive and meaningful lessons that tap students' prior knowledge.")

on standardized tests but allows students to meaningfully engage with the curriculum and their peers as evidenced by the myriad of annual projects undertaken at the school such as the 1st grade Community Day, 3rd grade “Pirates of Grammar Island” musical production, and the 7th grade Science Fair Exposition.

Restorative Justice/Restorative Circles Program: Starting in 2019, CHIME SCS began a three-year implementation of a schoolwide Restorative Justice curriculum. Restorative Justice at CHIME SCS is a way of building a safety of culture, helping students build empathy for one another through the regular practice of sharing in restorative circles, and learning to resolve conflict without hostility and to repair harm effectively when it has occurred. CHIME SCS began this work by partnering with key thought leaders in the area of Restorative Justice in schools including Mindful Schools, Los Angeles Institute for Restorative Practice, and Restorative Justice for Oakland Youth. Through this collaboration, CHIME SCS Instituted a practice of Sharing Circles in each of our classrooms 3-5 times weekly in the 2019-20 school year. Additional training are planned for the coming school year and the practices utilized in Restorative Justice will grow and be implemented in a wide variety of school processes from mediating student conflict, to issues of student discipline, to providing a format for faculty conversation and community dialogue.

Professional Development as an Incubator of Innovation: CHIME SCS has always tried to embody the charter mission of being an incubator of innovation for our educational colleagues in Southern California. From our extensive use of Universal Design in planning our curriculum, to our inclusive programming for all students, to our project-based constructivist approach to teaching and learning, we have tried to model what we believe educational research says is best for children. To that end we have strengthened our partnership with California State University, Northridge becoming its first university recognized Professional Development school. We have also expanded our reach by offering professional development to schools throughout California and nationally including many LAUSD schools. CHIME has developed a three-day institute for educators entitled Creating Inclusive Environments, a five-course online program on the use of a neurodevelopmental strengths-based approach to teaching and learning, and a day long training for paraprofessionals to support effective practices of adult supports in the classroom. Through these programs CHIME SCS has trained hundreds of educators from scores of schools across California and the US. CHIME SCS has also served as a technical assistance site for California’s statewide Supporting Inclusive Practices grant through which CHIME has supported dozens of school districts throughout California in their implementation of inclusive practices.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY WILL BE IMPROVED IN THE NEW CHARTER TERM

Operations: CHIME SCS started operations in 2001 as a small independent charter school serving 70 students K-4 on a rented campus in Northridge. Since that time, we have grown to a TK-8 school serving hundreds of students and families from across the San Fernando Valley. As a part of this growth and success we have necessarily had to increase our sophistication with respect to operations. While that has largely been a positive growth process there have been times when we have needed to focus our resources on perfecting our operational systems to ensure proper function of the school and its compliance with existing requirements. Last fall, for example, in an attempt to streamline our back to school week for teachers, we moved our compliance trainings to an online format. Unfortunately, we did not stress the importance with

our staff of strict compliance to regulatory guidelines, and neglected to monitor their adherence diligently, thus many staff missed the statutory deadline for certain trainings. This was an unfortunate circumstance, but it helped us recognize our need for growth in this area. In the 2020-21 school year, we have implemented new monitoring processes to ensure that employees complete all required trainings in the required timeframe. Continuing to enhance our operational capacity will ensure effective school operations as CHIME SCS moves forward into the next five years.

Fiscal: CHIME has made progress in the area of fiscal management and debt management for the organization. Since 2015-16 CHIME has made a number of significant strides in this area including selling the Chatsworth property that was the former home of our middle school program, paying off the LISC loan of \$2M associated with that property, paying off the \$100K line of credit from Bank of America, paying off the \$50K loan for Fixtures, Furnishings, and Equipment for the new buildings and paying off remaining bills from Novus and Pacifica associated with the construction project which totaled approximately \$145K. During this time, CHIME SCS was also able to increase its teacher salary scale and undertake additional capital improvements to the campus including two new play structures and a soccer field. That said, CHIME SCS' model does incur additional costs beyond typical school programs given its high percentage of students with moderate to severe special education needs who often require additional supports and services. Unfortunately, the state's funding rate for special education has been relatively stagnant for the past 10 years. CHIME thus continues to actively manage costs and expenditures to ensure a health reserve and cash flow over the next five-year term.

COVID-19 Pandemic: Like schools across California, CHIME SCS has been impacted by the COVID-19 crisis. In the spring of 2020, CHIME SCS was able to quickly pivot to an online learning program for our students after only five days of school closure. Throughout the summer CHIME built on this success by utilizing the community stakeholder group to plan both a distance learning and hybrid model program that would increase both live teaching time for our students and provide more intervention and support time for our students. To support our student learners CHIME SCS distributed over 180 Chromebooks to families in need along with wifi hotspots to families without internet connection. CHIME continued our breakfast and lunch program for families in need continuously since March 16 and operated the Seamless Summer nutrition program as well to ensure that children would continue to receive meals during school closure, throughout the summer and during our distance learning program. CHIME has also begun purchasing the necessary equipment for a return to school including electrostatic sprayers, sanitizers, PPE, and additional technology necessary for the hybrid model program. We anticipate, however, that despite the success of our efforts to provide a continuity of learning for our students, learning will still be negatively impacted because of school closure during the pandemic. As such we are developing additional programs and identifying additional learning materials to support our students in making up for any learning regression that has occurred. We anticipate that this mitigation of learning loss will be a significant task during this next five-year term of the charter petition.

STUDENT POPULATION TO BE SERVED

49. TARGET POPULATION

CHIME SCS currently serves approximately 772 students in grades TK/K-8. As noted in *Community Need for Charter School*, above, CHIME SCS serves a highly diverse student body, with a broad range of learning ability (from gifted to those with significant learning disabilities), race/ethnicity, socioeconomic status, English Learner status and more. Our student population is intentionally diverse drawing from over 40 zip codes. Our families seek a comprehensive elementary and middle school education incorporating the arts, music, a constructivist approach to teaching and learning with small class sizes and an individualized approach to education.

In Zip Code 91364, the population is 12.6% Hispanic/Latino, 6.8% Black, 6.3% Asian and 70.6% White, with 31.5% of the population over the age of five speaking a language other than English at home. The median family income of 91364 is \$129,375, with 4.1% of families with children under the age of 18 living in poverty.³⁰ Our enrollment reflects the community we serve and our commitment to inclusion: 21% Hispanic/Latino, 3% Black, 65% White, 4% Asian, 21% FRPL, 11% English Learner and 15% Students with Disabilities.

In the 14.77 square miles of Zip Code 91364/Woodland Hills, in a six-month period ending June 28, 2020, Woodland Hills ranked 65 out of 209 Los Angeles neighborhoods for violent crimes, with two homicides, five rapes, 57 aggravated assaults, and 42 robberies. Woodland Hills ranked 30 out of 209 Los Angeles neighborhoods for property crimes in the same six-month period, with 198 counts of burglary, 257 thefts, 118 grand theft auto and 281 thefts from a vehicle.³¹

We know that our students bring to the school a wide variety of needs and challenges and require a host of individualized supports, including referrals to community agencies. CHIME SCS provides a comprehensive, personalized program designed to meet the individual needs of each student.

50. ENROLLMENT PLAN

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:

Enrollment Plan					
	2021-22	2022-23	2023-24	2024-25	2025-26
TK	34	34	34	34	34
K	88	88	88	88	88
1	88	88	88	88	88
2	88	88	88	88	88

³⁰ Census Bureau. *American Community Survey*. <https://data.census.gov/cedsci/>

³¹ L.A. Times Community Mapping: <http://maps.latimes.com/neighborhoods/neighborhood/woodland-hills/crime/>.

3	86	86	86	86	86
4	84	84	84	84	84
5	82	82	82	82	82
6	75	75	75	75	75
7	75	75	75	75	75
8	72	72	72	72	72
TOTAL	772	772	772	772	772

GOALS AND PHILOSOPHY

51. MISSION AND VISION

The mission of CHIME SCS is to educate students through a rigorous, standards-based program to become conscientious, responsible citizens who are life-long learners capable of reflecting upon and contributing to the cultural and civic life of the community. CHIME SCS creates an inclusive learning community where all students, parents, and professionals appreciate and value diversity in all its forms. All students are supported in achieving high standards in both their academic and personal development through an educational program based on constructivist approaches, designed to engage students in problem solving activities and critical thinking.

In collaboration with CSUN, CHIME SCS serves as a laboratory in which faculty and students investigate how students learn, and as a resource on inclusive education for educators, parents, policy makers and others. The Charter School serves as a demonstration site for quality inclusive secondary education for student teachers, supervisors, practicing educators, policy makers and parents.

The vision of CHIME SCS is to cultivate students who are well-prepared for a rigorous secondary school, are active participants in their communities, and who value diversity in all its forms.

52. AN “EDUCATED PERSON” IN THE 21ST CENTURY

An educated person in the 21st century needs a broad base of academic and technological skills to function and flourish in post-secondary education and in society. Thomas Friedman describes a relevant education that best prepares Americans for the global economy as one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, T., *The World is Flat* (2005).) The educated person communicates effectively with a wide variety of audiences and for different purposes. S/he acquires and accesses new information and exhibits technological fluency while responding to the needs and demands of society and the workplace that require literate behavior. The educated person appreciates and values diversity in all its forms and participates in the world as a conscientious and responsible citizen. The educated person has developed a sense of confidence about his/her ability to acquire and access information to attain social, personal and economic fulfillment while experiencing sense of pride in his/her ability to respond to the needs and

demands of society and the workplace. An educated person has strong collaboration, problem-solving, and advocacy skills.

53. HOW LEARNING BEST OCCURS

At CHIME SCS, we believe in the foundational promise of inclusive education: that *all* students learn best when they learn together in settings that honor the spectrum of knowledge, experiences, abilities, understandings, and perspectives represented within and across communities.³² We believe that learning best occurs through social interaction among diverse groups of individuals, active participation in learning activities, and strong connections to communities to honor the lived experiences of all.³³ At CHIME SCS we approach the diverse learning styles, languages, sources of cultural knowledge and practice, social and emotional understandings, and abilities students bring to the classroom setting as *assets* for promoting deep and meaningful learning for all members of the class.³⁴ This belief that learning best occurs through an inclusive, individualized approach is at the core of classroom teaching at CHIME SCS, and therefore underlies our approach to curriculum and instruction and our model of co-teaching and structures for support staff at the school as well.

We recognize diversity of learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. We believe that *all* children can learn, and that one child's potential is not simply higher or lower than another's, but rather expressed on different dimensions in different ways.³⁵ Recognizing this range of diversity, our goal is to respond in constructive ways that honor the richness that this diversity provides. Our teachers make skillful use of differentiated instruction³⁶ to develop and deliver curriculum that is accessible to heterogeneous groups of students. This means understanding instruction from the point of view of our students and using approaches that allow them maximum entry into the academic and social life of the classroom and school community. Additionally, it means that we, students, teachers, and parents alike, respect and esteem the very attributes that accompany such diversity, realizing that everyone contributes in unique ways.

In 2001, Darling-Hammond, Austin, Orcutt, and Rosso at Stanford's School of Education wrote:

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction

³² Ferguson, D.L., Desjarlais, A., Meyer, G. (2000, June). Improving Education; The Promise of Inclusive Schooling.

³³ Herrenkhol, L.R., & Merti, V. 2010. *How Students come to be, know, and do: a case for a broad view of learning*. New York, Cambridge University Press; Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. *Soviet Psychology*, 17, 3-3

³⁴ Brown, A. L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Contributions of instructional innovation to understanding learning* (pp. 289 – 325). Hillsdale, NJ: Erlbaum; Vygotsky, L. (1993). The collected works of L.S.Vygotsky. Vol.2: The fundamentals of defectology (abnormal psychology and learning disabilities) (R.W.Rieber & A.S. Carton, Eds.). NY: Plenum Press.

³⁵ Moran, 2009.

³⁶ Tomlinson and McTighe 2006; Kapusnick and Hauslein 2001.

and the structuring of experiences within the learners' zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught . . . There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals.³⁷

Schools across California and the nation have developed and implemented these learning theories and strategies (constructivism, project-based learning, zone of proximal development, culturally-responsive pedagogy, differentiation) to best meet the needs of diverse learners as they prepare for 21st century careers. State content standards similarly have evolved to meet 21st Century needs (e.g., the CA CCSS and NGSS).

Thus, at CHIME SCS:

Students experience a constructivist and project-based learning approach in which a student is continually taking-in new information, testing new data against what he or she knows and, based on this new data, reconstructing a changed understanding of the world. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”³⁸ When learning is socially constructed, students are actively engaged in “doing” while they learn so that they can knowledge about the world in which they live. Guided by the principles of The Buck Institute, CHIME SCS teachers employ a project based learning approach throughout the curriculum. A 2005 report highlights that project-based learning is beneficial because it engages students in problem-solving and teamwork.³⁹ Satchwell & Loepp indicate that students learn best when they are involved in constructing their own knowledge of the world around them.⁴⁰ This constructivist-based approach is supported by cooperative learning as well as a positive behavioral support behavior management philosophy. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more.⁴¹

Thematic instruction is developed in strong collaborative teaching plans, based on the idea that people acquire knowledge best when learning in the context of a coherent “whole,” and when they can connect what they’re learning to the real world. A commitment to educating the “whole child” is made through core curriculum, the arts, athletics, and civic engagement. CHIME SCS

³⁷ Darling-Hammond et al, *How People Learn: Introduction to Learning Theories*, The Learning Classroom: Theory into Practice A Telecourse for Teacher Education and Professional Development, Stanford University School of Education, Dec. 2001 (p. 9).

³⁸ Piaget, J., *To Understand is to Invent* (1973).

³⁹ Fortus, D., Krajcik, J., Dersheimer, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. *International Journal of Science Education*, 855–879

⁴⁰ Satchwell, R., and Loepp, F. L. (2002-Spring). Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School.

⁴¹ Freire, 1970.

offers electives and enrichment activities including visual arts, drama, Odyssey of the Mind, extracurricular sports (basketball, soccer, swimming, etc.) and more.

We believe in ensuring that each student is able to access meaningful, respectful content that targets their zones of proximal development.⁴² At CHIME SCS, general education and special education teachers partner to create lessons that accommodate different learning needs and styles through the guiding principles and practices Universal Design for Learning and differentiated instruction. These research-based approaches for planning and instruction allow teachers to maintain rigor and high expectations for learning with heterogeneous groups of students through close monitoring and attention to individual student strengths and challenges, embedded choices for means of representation and engagement with content, and an explicit focus on developing personal responsibility for learning and higher-order thinking skills focused on deep understanding.⁴³

Less emphasis is placed on the simple transmission of information and more is placed on higher order thinking, including processes of Analysis, Synthesis, Evaluation, Conclusions. Students are asked to reflect on *how* they learn best, and develop strategies and habits that maximize their own abilities and tendencies for individual success. In conjunction with this approach we also believe that learning best occurs when teachers design their lessons with the principles of Universal Design for Learning firmly in mind. By providing multiple points of access to knowledge and providing multiple means of expression of knowledge to all learners a truly engaging and inclusive learning environment can be created. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.”⁴⁴ Further learning best occurs through a universal design approach to curriculum and instruction, where lessons are “backwards planned” with the outcomes in mind as a starting point.

The program is individualized to address the wide range of learning styles and modality strengths and areas of need that exist within student bodies today. In an inclusive classroom environment, curriculum and lessons are designed to accommodate different learning needs and styles, with additional intensive supports or remediation built into the program as needed for each student. All of the features of the program are impacted by our goal to honor diversity, and it is, therefore, core to understanding what it means to teach in CHIME SCS. “The key to [education] transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”⁴⁵

⁴² McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory Into Practice*, 44(3), 234–244; Tomlinson, C. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.

⁴³ Kapusnick, R. & Hauslein, C.M. 2001. “The ‘silver cup’ of differentiated instruction. *Kappa Delta Pi Record*, 37(4); Tomlinson, S. (2007). *Ruthless Assessment in a Post-Welfare U.K. Society*. In Sleeter, C. E. (Ed), *Facing Accountability in Education – Democracy and Equity at Risk* (pp. 172-187). New York, New York: Teachers College Press; Wiggins G., McTighe, J. 2008. *Understanding by Design*. Alexandria, Va., Association for Supervision and Curriculum Development.

⁴⁴ Howard Gardner, 2006.

⁴⁵ Robinson, K., *The Element* (2009).

A strong home-school connection at CHIME SCS is developed and maintained and the school leverages parents/families and community partners to bring about positive outcomes in students. There is overwhelmingly evidence that “demonstrates that parent involvement in children's learning is positively related to achievement.”⁴⁶ One notable study found that, “regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”⁴⁷

A commitment to modeling best practice in education and continuous improvement and reflection by the faculty and staff; by serving as a model demonstration site for the training of educators, teachers in training, and ongoing the research into best practices in the field of education, CHIME SCS's faculty and staff continuously strive to be the best they can be. Research supports the importance of effective teachers with a recent Rand study concluding “teachers matter more to student achievement than any other aspect of schooling.”⁴⁸ Another study identifies teachers' “social capital” as the key ingredient to success, defining social capital as “relationships among teachers” or their level of collaboration with one another.⁴⁹ Linda Darling Hammond and Gary Sykes of Stanford University concluded from their research that “teacher conversations and collaborations” are “key to increasing student achievement.” Our partnership with CSUN and professional learning community (PLC) structures ensure teachers receive support to attend to their own growth as adult learners through sustained professional development and collaboration. Teachers and staff work collaboratively to analyze student learning, inquire into instructional practice, learn about and from the students and families served, and develop topics for thematic curricular units and lessons that are standards-based, universally designed, differentiated for heterogeneous groups of students, and responsive the cultural norms and assets of the community.

54. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT LIFE-LONG LEARNERS

55.

Students at CHIME SCS become and remain self-motivated, competent life-long learners based on their mastery of core skills and competencies. Most importantly, students at CHIME SCS learn *how* to learn. For middle school students in particular, development of autonomy and self-motivation is critical. Through CHIME's constructivist, thematic approach to education, students are given multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities. As students engage in project-based learning within thematic units of study, they are able to make the deep and personal connections to school content essential for developing intrinsic motivation, resilience, and

⁴⁶ <http://www.nwrel.org/scpd/sirs/3/cu6.html>; Epstein, J. L., & Sanders, M. G. (2000). Connecting home, school, and community: New directions for social research. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 285-306). New York, NY: Kluwer Academic/Plenum Publishers; Martin, E. J., & Hagan-Burke S. (2002). Establishing a home-school connection: Strengthening the partnership between families and schools. *Preventing School Failure*, 46, 62-65.

⁴⁷ <http://www.nea.org/tools/17360.htm> “A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

⁴⁸ www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html

⁴⁹ www.ssireview.org/articles/entry/the_missing_link_in_school_reform/

independence.⁵⁰ Our contextual learning approach enables students to understand the importance and relevance of their learning in the “real world” as they make connections across disciplines and to their daily lives, including civic engagement. Research shows that these kinds of experiences positively impact students’ mindsets, self-efficacy, and motivation.⁵¹ This helps to motivate them to seek additional knowledge and persist in their education and strive towards ambitious goals.

Students are encouraged to bring their unique skills and knowledge to classroom discussions and activities with peers, and are given multiple and varied opportunities to develop mastery and expertise, inspiring confidence in their own abilities.⁵² Just as teachers at CHIME SCS reflect on student achievement data to inform their own teaching practice, so too do students continuously reflect on their own learning and achievement in order to understand how they best learn. Even our youngest students are taught how to reflect on their own learning and achievement through developmentally appropriate tasks and activities in order to make sure that all of our students can understand how they best learn, what supports may be useful, and how to advocate and ask for support when they need it. Students are continuously asked to reflect on their own learning, including their “failures,” helping them gain understanding of the way they learn best. Students who can effectively express *how* they learn best, and those who are willing to take risks, fail and persist, are more likely to become enthusiastic life-long learners.

56. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

CHIME SCS pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress are measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school takes to achieve each of the identified annual goals. We note that as required under the California Education Code, CHIME SCS’ stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for

⁵⁰ Brooks, R. & Goldstein, S. (2003). *Nurturing resilience in our children. Answers to the most important parenting questions.* New York: Contemporary Books; Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching.* San Francisco: Jossey-Bass.

⁵¹ Brooks, J.G., & Brooks, M.G. (1999). "In search of understanding: The case for constructivist classrooms." Alexandria, VA: Association for Supervision and Curriculum Development; Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Self-perception* (pp. 239-266). London: Ablex Publishing; Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

⁵² Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Self-perception* (pp. 239-266). London: Ablex Publishing; Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions CHIME SCS anticipates for the next charter term at this point in time.

It is important to note that at CHIME, in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes are described here as required, these are adjusted according to students' individual abilities and developmental levels.

LCFF STATE PRIORITIES	
GOAL #1	
<p>All CHIME SCS students will have access to a high-quality education program taught by qualified teachers including Special Education and English Learner teachers.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 1 (Basic Services)</p> <p><i>Priority 1 Outcome 1 – All students school-wide and among significant subgroups enroll in a broad course of study with highly qualified faculty.</i></p> <ul style="list-style-type: none"> CHIME SCS hires, trains, supervises and evaluates well-qualified faculty. CHIME SCS ensures all faculty are properly credentialed with required EL authorization and have Department of Justice clearance prior to employment. All faculty engage in ongoing professional development in a variety of areas including: CCSS, ELA/ELD, math and NGSS, student engagement and instructional approaches, differentiated support and intervention, social-emotional learning, and targeted instructional strategies for Students with Disabilities and ELs. <p><i>Priority 1 Outcome 2 – All students have access to standards-aligned curriculum and instructional materials.</i></p> <ul style="list-style-type: none"> CHIME SCS purchases and replenishes standards-aligned curriculum including standards-based texts, instructional technology, ELD instructional materials, and intervention and support resource materials as needed. CHIME SCS annually inventories and reviews curriculum and materials to assess needs and replenish as needed. <p><i>Priority 1 Outcome 3 – CHIME will maintain a clean and safe school facility</i></p> <ul style="list-style-type: none"> CHIME SCS employs personnel to inspect and maintain campus and facilities in good, safe, and clean condition. 	

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 – CHIME SCS provides standards-aligned curriculum and instructional materials for all students, including supports for students in significant subgroups including EL and SPED.

- CHIME SCS provides standards-aligned instructional materials for all students.
- CHIME SCS faculty engage in ongoing professional development in CCSS curriculum and instructional strategies.

Priority 7 (Course Access)

Priority 7 Outcome 1 – All students school-wide and among significant subgroups have access to a broad course of study, programs and resources as needed to support progress toward matriculation.

- CHIME SCS administration hires, trains, supervises and evaluates highly qualified counseling staff to ensure students make annual progress toward matriculation.
- CHIME SCS counseling staff and administration review student enrollment in all courses and ensure all students have equitable access to enroll in all CHIME-offered courses.
- CHIME SCS provides access to curriculum through targeted enrollment in CCSS aligned courses, intervention courses and technology labs for differentiated instruction.

Expected Annual Measurable Outcomes

Priority 1 Outcome #1: 100% of employees will have proper credentials and DOJ clearance prior to start of employment

Metric/Method for Measuring: Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher

APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Students with Disability	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino/a	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

Priority 1 Outcome #2: All students will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.

Metric/Method for Measuring: Inventory lists, lesson plans and curriculum pacing.

APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Students with Disability	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino/a	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

Priority 1 Outcome #3: School facilities will be clean and maintained in good repair pursuant to facilities agreement with LAUSD.

Metric/Method for Measuring: Site inspections lists, cleaning logs, maintenance repair requests and logs, SARC annual facility inspection report.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	>90% of items on site inspection lists will be in good repair	>90% of items on site inspection lists will be in good repair	>90% of items on site inspection lists will be in good repair	>90% of items on site inspection lists will be in good repair	>90% of items on site inspection lists will be in good repair	>90% of items on site inspection lists will be in good repair
Socioeconomically Disadvantaged	>90% of items on	>90% of items on	>90% of items on	>90% of items on	>90% of items on	>90% of items on

	<i>site inspection lists will be in good repair</i>	<i>site inspection lists will be in good repair</i>	<i>site inspection lists will be in good repair</i>	<i>site inspection lists will be in good repair</i>	<i>site inspection lists will be in good repair</i>	<i>site inspection lists will be in good repair</i>
English Learners	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>
Students with Disability	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>
Foster Youth	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>
Homeless	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>
Latino/a	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>
White	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>	<i>>90% of items on site inspection lists will be in good repair</i>
African American	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>

American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

Priority 2 Outcome #1: CHIME implements CCSS-aligned instructional strategies and curriculum for all core subjects with 100% math and ELA Common Core Implementation

Metric/Method for Measuring: Curriculum adoption, pacing plans, lesson plans, teacher observation

APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Students with Disability	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino/a	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

Priority 7 Outcome #1: All students have access to a broad course of study including a wide variety of enrichment opportunities in the arts and technology.

Metric/Method for Measuring: Student enrollment data, student transcripts

APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%

Students with Disability	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino/a	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

GOAL #2	
<i>All CHIME SCS students are actively engaged in school on their path to matriculation.</i>	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<p>Priority 3 (Parent Involvement)</p> <p>Priority 3 Outcome 1 – CHIME SCS maintains positive parent engagement</p> <ul style="list-style-type: none"> CHIME SCS will provide multiple opportunities for parent involvement in school life and ease of home-school communication and ensure parent involvement in decision-making. Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: including the school website, school email system, and Parent Square communication system. All parents will be encouraged to run for elected positions on the CHIME SCS Community Council and to attend meetings of these groups <p>Priority 5 (Pupil Engagement)</p> <p>Priority 5 Outcome 1 – CHIME SCS maintains a high daily student attendance rate and limits chronic absenteeism</p> <ul style="list-style-type: none"> CHIME SCS monitors student attendance and communicates with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. <p>Priority 5 Outcome 2 – CHIME SCS maintains a low student dropout rate</p> <ul style="list-style-type: none"> Same as Priority 5 Outcome 1, and; CHIME SCS will provide training and support for Advisory and other non-scholastic support for students CHIME SCS will prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out

Priority 5 Outcome 3 – CHIME SCS maintains a low student suspension and expulsion rate

- Same as Priority 5, Outcome 1, and;
- Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention.
- CHIME SCS will provide training and support for Advisory and other non-scholastic support for students

Priority 6 (School Climate)

Priority 6 Outcome 1 – CHIME provides a positive school climate for all stakeholders including faculty and staff, students and parents

- CHIME SCS will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.
- CHIME SCS will provide training for teachers, staff and parents on use of digital communication tools such as Q portal.
- CHIME SCS will provide abundant opportunities for students to engage in extracurricular clubs and activities to promote positive student engagement.
- CHIME SCS will annually administer stakeholder surveys to identify and develop appropriate responses to student needs

Expected Annual Measurable Outcomes

Priority 3 Outcome #1: Parents maintain high attendance rates at school events and activities and participate in schoolwide committees and councils

Metric/Method for Measuring: Sign in sheets and attendance rate at school events and parent conferences; council and committee membership.

APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	85% of parents attended at least one school event 5 parent-elected reps served on the CHIME SCS Community Council	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.
English Learners	85% of parents attended at	At least 85% of parents attend at	At least 85% of parents attend at	At least 85% of parents attend at	At least 85% of parents attend at	At least 85% of parents attend at

	<i>least one school event</i> <i>5 parent-elected reps served on the CHIME SCS Community Council</i>	<i>least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>
Socioeconomically Disadvantaged Students	<i>85% of parents attended at least one school event</i> <i>5 parent-elected reps served on the CHIME SCS Community Council</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>
Students with Disabilities	<i>85% of parents attended at least one school event</i> <i>5 parent-elected reps served on the CHIME SCS Community Council</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>	<i>At least 85% of parents attend at least one school event each year.</i> <i>5 parent-elected reps serve on the CHIME SCS Community Council.</i>
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*

Latino Students	85% of parents attended at least one school event 5 parent-elected reps served on the CHIME SCS Community Council	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.
White Students	85% of parents attended at least one school event 5 parent-elected reps served on the CHIME SCS Community Council	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.	At least 85% of parents attend at least one school event each year. 5 parent-elected reps serve on the CHIME SCS Community Council.
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Priority 5 Outcome #1: CHIME SCS maintains a high daily student attendance rate and limits chronic absenteeism.						
Metric/Method for Measuring: Average daily attendance rates and chronic absenteeism rates.						
APPLICABLE	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

STUDENT GROUPS						
All Students (Schoolwide)	95.7% ADA; 4.2% Chronic Absenteeism	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism (<10%) or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism (<10%) or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism (<10%) or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism (<10%) or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism (<10%) or decrease annually as needed (estimated target of 1-2% annually)
English Learners	Chronic Abs., 5.56%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Socioeconomically Disadvantaged Students	Chronic Abs., 4.76%	Maintain high attendance rate (>95%) or increase annually as	Maintain high attendance rate (>95%) or increase annually as	Maintain high attendance rate (>95%) or increase	Maintain high attendance rate (>95%) or increase	Maintain high attendance rate (>95%) or increase

		<i>needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>
Students with Disabilities	Chronic Abs., 5.15%	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino Students	Chronic Abs., 5.5%	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or</i>

		<i>needed (estimated target of 1- 2% annually)</i>	<i>needed (estimated target of 1- 2% annually)</i>	<i>annually as needed (estimated target of 1- 2% annually)</i>	<i>m or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>decrease annually as needed (estimated target of 1-2% annually)</i>
White Students	Chronic Abs., 2.83%	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeis m or decrease annually as needed (estimated target of 1- 2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeis m or decrease annually as needed (estimated target of 1- 2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeis m or decrease annually as needed (estimated target of 1- 2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeis m or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeis m or decrease annually as needed (estimated target of 1-2% annually)</i>
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Priority 5 Outcome #2: CHIME SCS maintains a low student dropout rate Metric/Method for Measuring: Drop-out rate data						
APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of</i>	<i>The dropout rate will be equal to, or less than that of</i>	<i>The dropout rate will be equal to, or less than that of</i>

				<i>Resident Schools</i>	<i>Resident Schools.</i>	<i>Resident Schools.</i>
Socioeconomically Disadvantaged	<i>0%</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>
English Learners	<i>0%</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>
Students with Disability	<i>0%</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>
Foster Youth	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>
Homeless	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>*</i>
Latino/a	<i>0%</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>
White	<i>0%</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>	<i>The dropout rate will be equal to, or less than that of Resident Schools.</i>

African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Priority 6 Outcome #1: CHIME SCS maintains a low suspension and expulsion rate						
Metric/Method for Measuring: Suspension and Expulsion data						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0.6%	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>
Socioeconomically Disadvantaged	1.3%	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>
English Learners	0%	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>
Students with Disability	2%	<i>The suspension and</i>	<i>The suspension and</i>	<i>The suspension and</i>	<i>The suspension and</i>	<i>The suspension and</i>

		<i>expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>expulsion rates will be equal to, or less than that of Resident Schools.</i>
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino/a	1.6%	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>
White	0.4%	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>	<i>The suspension and expulsion rates will be equal to, or less than that of Resident Schools.</i>
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Priority 6 Outcome #2: CHIME SCS will provide a positive school climate with high approval ratings on annual parent stakeholder surveys Metric/Method for Measuring: survey approval ratings on annual parent stakeholder surveys						
APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

All Students (Schoolwide)	<i>Parent satisfaction rate, based on annual surveys, was >93%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>
Socioeconomically Disadvantaged	<i>Parent satisfaction rate, based on annual surveys, was >93%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>
English Learners	<i>Parent satisfaction rate, based on annual surveys, was >93%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>
Students with Disability	<i>Parent satisfaction rate, based on annual surveys, was >93%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino/a	<i>Parent satisfaction rate, based on annual surveys, was >93%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>	<i>Maintain high parent satisfaction rates, based on annual surveys, ≥85%</i>
White	<i>Parent satisfaction</i>	<i>Maintain high parent</i>	<i>Maintain high parent</i>	<i>Maintain high</i>	<i>Maintain high</i>	<i>Maintain high</i>

	rate, based on annual surveys, was >93%	satisfaction rates, based on annual surveys, ≥85%	satisfaction rates, based on annual surveys, ≥85%	parent satisfaction rates, based on annual surveys, ≥85%	parent satisfaction rates, based on annual surveys, ≥85%	parent satisfaction rates, based on annual surveys, ≥85%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

GOAL #3	
<i>All students are on track to matriculate from CHIME on time, prepared for high school and beyond.</i>	Related State Priorities: <input type="checkbox"/> 1 <input checked="" 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
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<p>Priority 4 (Pupil Achievement)</p> <p>Priority 4 Outcome 1 – All students school-wide and among significant subgroups make adequate progress toward proficiency on standardized assessments including CAASPP, CAA, and CAST</p> <ul style="list-style-type: none"> • Provide qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide 5 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement. • Provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SSPT meetings, GATE Meetings, and other assessments and protocols for teachers meet the needs of each individual student. • Additional adult support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment programs is provided for each student that is identified as having a need in these areas. <p>Priority 4 Outcome 2 – English Learners make adequate progress towards proficiency on the ELPAC and reclassification.</p>

- Implement the LAUSD English Learner Master Plan, and provide qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.
- Provide New teacher assistance and support (BTSA), specifically relating to ELs.
- Provide professional development activities focused on CCSS implementation with ELs.
- EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.
- Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for high school and beyond

- Provide differentiated instruction, depth and complexity for all students.
- Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols.
- Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

Expected Annual Measurable Outcomes

Priority 4 Outcome #1: All students will meet or exceed targets on state assessments (CAASPP, CAA) for ELA and math, and science (CAST)

Metric/Method for Measuring: DFS ELA and Math scores and Dashboard Performance Levels

APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	DFS ELA, 4 DFS Math, -15 CAST, 33%	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP
English Learners	DFS ELA, -20.2 DFS Math, -21.9 CAST, N/A	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP
Socioeconomically Disadvantaged Students	DFS ELA, -13.9	Meet or exceed state averages or	Meet or exceed state averages or	Meet or exceed state averages	Meet or exceed state averages	Meet or exceed state averages

	<i>DFS Math, -30.7</i> <i>CAST, N/A</i>	growth target(s) set in annual LCAP	growth target(s) set in annual LCAP	or growth target(s) set in annual LCAP	or growth target(s) set in annual LCAP	or growth target(s) set in annual LCAP
Students with Disabilities	<i>DFS ELA, -68</i> <i>DFS Math, -88.9</i> <i>CAST, 4%</i>	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Latino Students	<i>DFS ELA, -13.9</i> <i>DFS Math, -34.8</i> <i>CAST, 25%</i>	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP
White Students	<i>DFS ELA, +12.1</i> <i>DFS Math, -9.6</i> <i>CAST, 36%</i>	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP	Meet or exceed state averages or growth target(s) set in annual LCAP
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Priority 4 Outcome #2: EL students will demonstrate growth on the ELPAC each year; EL reclassification rates will meet or exceed District rate Metric/Method for Measuring: ELPAC results, EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

English Learners	58.1% of ELs demonstrated growth on ELPAC (2018-19); Reclassification Rate 32% (2019-20)	Percentage of ELs demonstrating progress on ELPAC will meet or exceed rate of Resident Schools; EL Reclassification Rate will meet or exceed District Rates	Percentage of ELs demonstrating progress on ELPAC will meet or exceed rate of Resident Schools; EL Reclassification Rate will meet or exceed District Rates	Percentage of ELs demonstrating progress on ELPAC will meet or exceed rate of Resident Schools; EL Reclassification Rate will meet or exceed District Rates	Percentage of ELs demonstrating progress on ELPAC will meet or exceed rate of Resident Schools; EL Reclassification Rate will meet or exceed District Rates	Percentage of ELs demonstrating progress on ELPAC will meet or exceed rate of Resident Schools; EL Reclassification Rate will meet or exceed District Rates
Priority 8 Outcome #1: Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for secondary school. Metric/Method for Measuring: Student IEPs						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Students with Disabilities	100% of students with IEPs met annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs

*Subgroup not numerically significant at this time.

INSTRUCTIONAL DESIGN

57. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

58.

CHIME SCS's instructional design and key educational theories support curriculum based on the California Content Standards (CCS). Key tenets are embedded throughout the curriculum:

- Inclusive Learning Community
- Universal Design for Learning (UDL)
- Constructivism
- Thematic Instruction
- Less emphasis is placed on the simple transmission of information and more is placed on higher order thinking. Analysis, Synthesis, Evaluation, Conclusions

Learning best occurs in a program that is individualized to address the wide range of learning styles and modality strengths and areas of need that exist within student bodies today.

INCLUSIVE LEARNING COMMUNITY

CHIME SCS is structured to create and support an inclusive learning community. Inclusive education is rooted in the fundamental belief that all children belong, all children learn in different ways, and it is every child's right to be included.⁵³ Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned by general and special education teachers in partnership. Co-teaching across grade levels includes active instruction delivered jointly, along with joint planning and assessment. Rather than dividing the class into subgroups or assigning particular students to general education and special education teachers within combined classroom settings, co-teachers approach their work with the understanding that they are *equally responsible* for creating inclusive classroom environments that offer heterogeneous, diverse groups of learners options for means of accessing and engaging with standard-based grade level content.⁵⁴ Research shows that co-teaching models of instruction offer unique benefits for *all* students in the classroom, such as more specialized instruction for individual students, stronger and more creative lessons through teacher collaboration and planning, increased independence for students with disabilities as they work with typically developing peers, and more one-on-one interactions between teachers and students that cultivate stronger relationships. Moreover, there is additional strong evidence demonstrating improved outcomes for a wide range of students through inclusive education.⁵⁵

To further embed success with consistent planning and to foster deep learning, grade level plans are developed and implemented with oversight by the Principals (one Principal for TK-3 and one Principal for grades 4-8) and other lead instructors so that different classes in the same grade level access common plans and the instructional expertise of all teachers.

Each class of 20-22 students (TK/K-3) includes approximately 2 to 3 children with identified mild to moderate disabilities, 1 to 2 children with more severe disabilities that require more intensive support, and approximately 17 children without identified disabilities. CHIME SCS has 4 inclusive classrooms at each level (K-3), and 3 inclusive classrooms in grades 4-8. In the 4th-8th grade classrooms, each class of 28 students includes approximately 2 to 4 students with identified mild to moderate disabilities, 1 to 2 students with more severe disabilities that require more intensive support, and approximately 22 students without identified disabilities.

⁵³ Booth, T. and Ainscow, M. (2002). *Index for Inclusion: developing learning and participation in schools*, Bristol, CSIE. Lipsky, D.K., & Gartner, A. (1997). *Inclusion and School reform: Transforming America's classrooms*. Baltimore, MD: Brooks.

⁵⁴ Cook, L., & Friend, M. (1995). *Co-Teaching: Guidelines for Creating Effective Practices*. Focus on Exceptional Children, 26, 3. Ferguson, D., Desjarlais, A., & Meyer, G. (2000). *Improving Education: The Promise of Inclusive Schooling* [Brochure]. Newton, MA: National Institute for Urban School Improvement. Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C.T. (2010). Coteaching: An illustration of complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20, 9-27.

⁵⁵ Solis, M., Vaughn, S., Swanson, E., & McCulley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, 49(5), 498-510. DOI: [10.1002/pits.21606](https://doi.org/10.1002/pits.21606)

Each special education teacher has a caseload of approximately 10 - 17 students with a wide range of abilities who are included in four or more general education classrooms. These special educators are responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers. Other specialists, such as an Occupational Therapist, are assigned as appropriate to the students' needs, and deliver direct, consultative and collaborative services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program. Student teachers and other CSUN students – all appropriately screened and qualified as required by state and federal laws -- are placed in classes to observe, participate, and learn.

Additional support staff is needed due to the diverse special needs of the population of students. The transdisciplinary team includes a Speech and Language pathologist, an Occupational Therapist, an Adapted Physical Education teacher, and a Physical Therapist to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the school utilizes art, drama, and music teachers to develop an enriched and stimulating curriculum for all students. In the 6th – 8th grades, CHIME SCS draws on the expertise of the general and special educators for its enrichment courses in the areas of drama, art, music, technology and other enrichments.

Honoring diversity in the classroom has several practical ramifications for teachers at CHIME SCS. Teachers must be ever vigilant that adaptations, modifications, and instructional supports are addressed across all areas of the rigorous curriculum that they teach. They need to understand how development interacts with an evolving understanding of content, making sure that they include a developmental range in their instruction. They need to be able to relate instruction to each student's areas of strength and need. They need to be able to meet the linguistic and cognitive needs of students whose first language is different than their own, ensuring equity of access to the curriculum. As detailed below, CHIME SCS provides extensive professional development each year for both new and returning teachers on instruction and curriculum topics. New teachers receive three days of intensive professional development prior to "Back to School Week" for teachers, for a total of eight days of professional development prior to the start of school. Returning teachers have five preparation/professional development days built into their work contract. Professional development for both of these groups focuses on Universal Design for Learning, Positive Behavior, and Specially Designed Academic Instruction in English, Culturally Responsive Curriculum, and Co-teaching Strategies to meet the needs of all learners.

In CHIME SCS classrooms, students may quickly meet certain IEP goals since they are in an environment that is accessible and meaningful. These IEP goals, developed with family input are connected to activities that clearly function as part of the student's life. While the standards-based general education curriculum frames much of what we want students to learn, we believe that a language-rich, visually-rich and tactilely-rich environment enables all students to creatively participate in the learning process. In addition, multiple intelligences must be considered and valued as students demonstrate what they know and how they best learn. For example, the following are examples of the modification principles used to guide our staff:

- All classroom and school activities are made accessible through adaptations and modifications for learning, participation, and consideration of communication, sensory, physical and behavioral needs;
- General and special educators collaborate in cooperative teams to maximize learning and participation for students with a wide variety of strengths and abilities;
- Multi-disciplinary teams engage in a continuing process to infuse therapies and services into natural contexts during meaningful routines and activities;
- On-going collaboration removes any barriers through creative program design and continuous development of material, structures and strategies for the success of each individual student;
- Individual ability levels are considered and adaptations and modifications are made to ensure that each student is sufficiently challenged while still experiencing meaningful learning without confusion.

Even students who do not have IEPs are provided differentiated instruction and materials from their classroom teachers. In elementary division classroom teachers determine strengths and challenges of each student through a neurodevelopmental framework and support the students through differentiated universally designed curricular program. This occurs in the middle school as well with students' advisory teacher helping to provide oversight for these instruction decisions.

UNIVERSAL DESIGN FOR LEARNING (UDL)

CHIME SCS employs the Universal design for learning (UDL) framework to improve and optimize teaching and learning for all students in our inclusive environment, based on scientific insights into how humans learn. Students are provided with multiple means of representation (such as a strong use of visual supports to accompany verbal instruction), multiple means of expression (various ways to express knowledge), and multiple means of engagement (which includes helping students to find personal connections with academic content, and actively engage in the learning process).

UDL Guidelines: Theory & Practice Version



Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge

- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Source: <http://udlguidelines.cast.org/>

The latest developments in educational research are constantly monitored in order to assure that we provide our students with best educational practices that reflect ongoing changes in the field.

In partnership with the Center for Teaching and Learning at CSUN, CHIME SCS teachers are trained in a variety of innovative practices, including the Schools Attuned framework for understanding neurodevelopment, strategies for enriching the learning experience for high-achieving students, developing an understanding that all students have strengths and affinities and that each can attain authentic success, methods for understanding and managing differences in learning without subjecting students to labels, excessive testing, or special classes, interventions for the regular classroom, learning strategy instruction, comprehensive observation instruments designed for teachers, parents, and children, and models for understanding student motivation. Some of these educational practices studied through the Center for Teaching and Learning have been developed by Robert Brooks, Mel Levine, and Rick Lavoie.

The strategies, assessments and materials studies by the Center for Teaching and Learning at CSUN, are used with typically developing students who are experiencing academic difficulties, as well as with students with mild to moderate learning difficulties. In collaboration with CSUN faculty, CHIME SCS develops modifications and adaptations of these approaches for students with more significant disabilities at the CHIME SCS.

Our commitment to adaptations and modifications is centered on honoring individual opportunities for mastery, drive toward excellence, recognition of needs, and celebration of language and culture. Adherence to this commitment establishes a learning community where individuals and groups flourish.

CONSTRUCTIVIST/PROJECT-BASED LEARNING

59.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students.^{56 57} In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or “different” learners.⁵⁸ This approach enables students to make real connections between subjects and deepen their understanding of skills and content. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development (ZPD) is “problem-solving under adult guidance or in collaboration with more

⁵⁶ Pranksy, K., & Bailey, F. (2002.) To Meet Your Students Where They Are, First You Have To Find Them: Working with Linguistically Diverse At-Risk Students.

⁵⁷ Sagor, R., & Cox, J. (2003). *At Risk Students: Reaching and Teaching Them*. Watersun Pub Co.

⁵⁸ Heitin, Liana. (2012.) *Project-Based Learning Helps At-Risk Students*. Education Week. 2020 Editorial Projects in Education. <https://www.edweek.org/ew/articles/2012/04/25/29projbased.h31.html>

capable peers.”⁵⁹ Students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills. In *How People Learn: Brain, Mind, Experience, and School*, the scientific basis for constructivism is included in a section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else's meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?⁶⁰

Project-Based Learning (PBL) is an approach to instruction that enables teachers to design for students take up the principles of constructivism in practice as they develop their own understandings of concepts and build from their natural curiosities, cultural funds of knowledge and individual experiences.⁶¹ PBL calls for students to make real connections between subjects and deepen their understanding of skills and content, and to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills.

At CHIME SCS, constructivism is integrated across courses and content in integrated project-based learning. One of the deepest and most valuable forms of understanding comes when students can make connections between different subject matter or disciplines. To foster such thinking, teachers work together to provide their students with an interdisciplinary angle or perspective on a range of important topics and themes. These involve such activities as asking and refining questions, debating ideas, making predictions, designing experiments, collecting and analyzing data, and creating artifacts. Moreover, students are engaged by being provided authentic, real-world application. Projects are thus constructed around problems and situations that can be found in the modern workplace. These activities promote a deeper grasp and thoughtful application of important knowledge.

Students’ interests and previous knowledge are valued as teachers prompt students to engage in projects that require them to investigate, explore, test, refine, reflect and more. Using backwards planning, CHIME’s teachers acknowledge the central role of the learner and structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills contained in the CCS. Connections across topics and to the “real world” play a central role in helping motivate and engage students in their learning. Teachers ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning. Assessment are embedded throughout the learning as students engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

⁵⁹ Vygotsky, L.S. *Mind in Society: Development of Higher Psychological Processes*, Harvard University Press. 1978.

⁶⁰ National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.

⁶¹ Coffey, H. (2008). *Critical literacy*. The University of North Carolina, Chapel Hill.

CHIME's faculty has time each school day and throughout the week to collaboratively plan deep learning projects for students, organized around central questions and themes which encourage students to "uncover" the curriculum, taking the time required to construct meaning, all the while keeping in mind the necessity to adapt instruction for individual needs. As with an integrated curriculum, the idea of going deep provides a model for life-long learning habits. Studying in depth reinforces our goal of helping the students know what it means to be a reflective learner, of what it takes to truly understand something. Taking the necessary time that one needs to take to understand in depth is to be expected and honored. Slowing down enough to be thoughtful workers, careful thinkers, deliberative in action and behavior is a curricular goal, as well as a hallmark of an educated perspective.

Block scheduling provides time for faculty to integrate the curriculum, utilizes themes and discovery learning, individualize to students' needs, and encourages creative thinking. Block scheduling and co-teaching are effective approaches to including students with disabilities in classrooms.⁶² This format also ensures that faculty teach creatively and address multiple intelligences and various learning styles, rather than relying on a strictly lecture format. Faculty are provided time and support to collaborate, co-teach, and provide instructional links between the various subjects for students.

A variety of enrichments enhance the core curriculum and ensure that each student receives a comprehensive education that includes opportunities to express their talents in the arts (visual, drama), technology (design, application, etc.) and service learning as well as interscholastic athletic opportunities.

60. CURRICULUM AND INSTRUCTION

CHIME SCS's curriculum is developed using California Content Standards and Frameworks to develop units and to help students make connections within and between key concepts within the standards. Each grade level develops yearly plans for addressing all standards identified for their grade, with many units designed to address state standards in more than one subject area. Across the school:

- Students have the opportunity to participate in enrichment activities in the arts and computer sciences.
- Students at CHIME who are on an alternative curriculum are educated in the general education classroom. Their specially designed, individualized curriculum is driven by the content of the general education curriculum that is received by their typically developing peers. The goals and objectives highlighted in their individualized programs emphasize the functional aspects of the general education standards.
- Paraprofessional supports are assigned to each class based on the total need for additional adult assistance, and meet individual student needs as needed and designated in student IEPs. This support can include individualized personal supports such as physical

⁶² Weller, D., & McLeskey, J. (2000).

transitions, toileting, and the implementation of curricular modifications and behavior support plans.

- All students have access to enroll in team sports and school-sponsored extracurricular activities, with additional support and accommodations as needed.
- Student with special needs are supported through an inclusive approach utilizing co-teaching and collaboration in all classes.
 - Special education teachers are assigned to academic classes with an emphasis on English and Math courses. General education and Special Education teachers are provided with common planning periods to allow for both lesson planning and individualized adjustments to instruction for individual students as needed. Lessons are planned utilizing a Universal Design for Learning framework, with the use of co-teachers for regrouping to reduce the student to adult ratio and allow for increased differentiation. Special and general education teachers share assessment responsibilities for all students and use assessment information to guide instructional planning.

Starting in 2019-20, CHIME SCS began to implement the new 2019 *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Art Standards)*, *Prekindergarten Through Grade Twelve*, and will adopt the 2019 *Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework)* when they are made available (currently being edited for publication in 2020).

ENGLISH LANGUAGE ARTS

The English Language Arts curriculum, aligned to the CCS for ELA, aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The California ELA-ELD Frameworks are used by our faculty to design standards-based lessons in ELA and across subjects. Curricula balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at CHIME SCS learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as apply academically relevant listening and speaking skills. These skills are learned in a constructivist manner in which the students building their own understanding of the ELA standards and are able then to apply them in a wide variety of contexts.

Connected to these purposes is the interdisciplinary expectation that the development of each student's literacy skills is a shared responsibility; every teacher at CHIME SCS works collaboratively to develop the reading, writing, speaking, and listening skills of students. CHIME SCS embraces the intent and purpose of the CA CCS for ELA/Literacy, and the State Board of Education ("SBE")'s "hope and belief that all of California's students will develop the readiness for college, careers and civic life by the time they graduate from high school and that they attain the following capacities of literate individuals as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

In addition, this framework recognizes that becoming broadly literate—reading and viewing for pleasure, information, and inspiration and communicating knowledgeably, powerfully, and responsively—is necessary for life in today’s global society.” (CA ELA/ELD Frameworks, p. 7.)

CHIME SCS uses *Journeys* for elementary grade levels. ELA curriculum, as with all curriculum at CHIME, is presented in fully inclusive classes in which learners of all abilities participate. Therefore, the teacher resources for all students –typically developing, gifted, and students with special needs – are present in the general education classrooms. Appropriate differentiation is provided for all learners’ needs. Students with language and other special needs are given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

Students in grades K-5 learn to read both literature and informational texts, acquiring foundational skills, and developing mastery of reading, speaking, listening and writing skills. Through the *Journeys* curriculum, anchor text reading instruction challenges students, followed by special three-part routine guides that help students grasp the big ideas, then analyze short passages, and finally undertake independent close reading. Student eBooks guide students to highlight and make notes about the answers and evidence they are learning to gather. Trade Books provide a backdrop for project-based learning and give students the opportunity to apply what they have been learning to extended texts. Teachers encourage students to select books from groups of leveled readers in the classrooms and online. This important aspect of student choice (allowing them to choose the books that are most interesting to them, thereby increasing their interest in reading) at their level of reading is an important component of practice in developing reading fluency.

Journeys includes strategic language support for ELs with integrated support and scaffolds for every lesson, plus additional instruction to develop language skills. The program also includes solutions aligned to our Multi-Tiered System of Supports (MTSS) for Tier I, II, and III intervention to reinforce skills, scaffold instruction, and teach key foundational skills. A comprehensive assessment system includes weekly tests, benchmark assessments, and unit tests and thus gives teachers flexible options to monitor student progress.

Journeys also encompasses direct skills development in vocabulary, grammar and spelling. Team projects and class conversations guide students to develop critical listening skills and mastery of group communication skills, while presentations and collaborative work help students develop social awareness and speaking skills.

As a reading instruction program CHIME SCS uses Wilson Language Basics’ *Foundations*⁶³ for grades K-3. Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. As a recognized leader in multisensory, structured language programs, Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Building a foundation for reading and spelling in grades K-3, *Foundations* makes learning to read fun while laying the groundwork for life-long

⁶³ <https://www.wilsonlanguage.com/programs/foundations/>

literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing: phonemic awareness; phonics/word study; high frequency word study; reading fluency; vocabulary; comprehension strategies; handwriting; and spelling.

MIDDLE SCHOOL

6th – 8th English courses, like all course in the Middles School program are departmentalized meaning students will receive instruction from subject matter specialist teachers in each distinct curricular area. 6-8 English courses cover topics that build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. English language arts courses present students the opportunity to write persuasive and creative multi-paragraph thematic essays and compositions, and develop literary analysis skills. English courses are novel based and introduce students to various genres of literature through writing exercises often linked to the reading selections. In upper-level courses students write essays and learn the techniques of writing research papers. English courses also include supports appropriate for English learners and for students with special needs.

As with elementary grades, through project-based work and collaborative learning, students develop their speaking and listening skills, including giving formal presentations to their class and larger groups.

English 6

Students will identify, evaluate, analyze, and compare and contrast themes, conflicts, characters, author intent, etc. in the form of novels, short stories, poetry, and a variety of genres. Each literary unit will include vocabulary, grammar, writing assignments of varying lengths, and literature analysis. Students will write essays clearly, coherently, and purposefully in a variety of genres including narrative, research and expository, persuasive, and response to literature. Students will learn and apply correct grammar and spelling skills to written and oral assignments. Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the intended audience.

English 7

Students in English 7 will participate in a variety of academic activities designed to enhance their reading, writing, listening, and speaking skills. Through this course, students are exposed to both classic and contemporary literature while expanding their narrative and expository writing skills.

English 8

Following common core standards associated with reading, writing, listening, and speaking skills, students in English 8 engage in challenging academic activities designed to prepare them for high school. Cross-curricular literature selections emphasize social justice themes while class discussions and activities foster a deeper sense of understanding and empathy.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

CHIME SCS's ELD program implements both the California ELD Standards and the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework).

CHIME SCS ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.” (ELA/ELD Framework p. 9-10.)

Both Elementary and Middle School grades have designated ELD time built into their schedules during the week. Elementary utilizes time during their Daily 5 instructional periods and Middle School utilizes time during both English Language Arts and Advisory period for designated ELD time. During designated ELD time at CHIME SCS, teachers use the extension activities for ELs included in the Journey's curriculum as well as Tier 2 interventions that accompany the Wilson Foundations program, along with instructional intervention time using MobyMax. As evidenced by our consistently high EL reclassification rates (higher than 31% each of the last four years), our individualized/small group approach is successful in moving our EL students to proficiency.

MATHEMATICS

Mathematics curriculum at CHIME develops the deep understanding of numerical concepts, mathematical principles, mathematical applications and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the CCSin Mathematics (CCSSM), guided by the 2013 CA Mathematics Frameworks. Throughout the progression of mathematics courses, students acquire the necessary knowledge and skills to prepare them for productive citizenship. The CHIME mathematics curriculum draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning. At CHIME we stress strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the classroom. Teachers use the following approaches to math instruction:

1. Teachers take students through lessons from concrete to pictorial to abstract. They begin with a concrete approach where students learn new concepts with the help of manipulatives, and from there they move to pictorial examples of the same concept. Finally, they move onto a more abstract stage using only numbers and symbols. This approach enables each child, including students that have different learning styles and special needs, to not only learn the concept, but also to fully understand the concept taught.

2. Students are asked to think about math, rather than simply memorize steps to solve a problem. With this math approach, teachers stress that there are often different ways to solve a problem and students are encouraged to explain their thought process to classmates. This helps students to understand the math, rather than just memorize the steps to solve a math problem. Students and teachers may work through examples and complete math exercises to develop or reinforce a concept or procedure. They may also use a Socratic method, whereby the teacher leads students in a conversation to develop a specific concept or proof. Independently or in small groups, students work on real-world problems followed by a debrief session to clarify, expand, or develop math knowledge.
3. Concepts are covered throughout the grades with increased difficulty. This spiraling enables the upper grades to have a clearer, deeper understanding of all concepts taught.
4. To support the development of math fluency, students participate in daily drills/routines to support fluency and / or online programs to support fluency.

The Mathematics program, as with all instruction at CHIME, are fully inclusive class in which learners of all abilities participate. Therefore, the teacher resources for all students –typically developing, gifted, and students with special needs – are present in the general education classrooms. Appropriate differentiation is provided for all learners’ needs. CHIME SCS students utilize GoMath! as primary curriculum and also participate in web-based math programs such as ST Math Integrated Instruction System, MobyMax, Zearn, IXL, and Kahn Academy. These blended learning platforms enable teachers to differentiate instruction, focusing on the needs of students who need additional support and those ready to move beyond the grade level curriculum.

MIDDLE SCHOOL

Math (Departmentalized 6-8) covers topics such as arithmetic using rational numbers, the numeration systems, simple data analysis, and place value, and uses *Open Up Resources* as its primary curriculum. In higher grades the course may include basic algebra, basic geometry, and basic statistics, concepts of rate and ratio. Math (Departmentalized 6-8) courses present students with the opportunity to reinforce concepts and skills in mathematics and apply these skills to real world problems

Math 6

Math 6 focuses on developing four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

- Unit 1, Area and Surface Area
- Unit 2, Introducing Ratios
- Unit 3, Unit Rates and Percentages
- Unit 4, Dividing Fractions
- Unit 5, Warming Up to Decimals
- Unit 6, Expressions and Equations

- Unit 7, Rational Numbers
- Unit 8, Data Sets and Distributions
- Unit 9, Putting It ALL Together

Math 7

Math 7 focuses on rational numbers and percents, graphing on a coordinate plane, sampling as a method of estimation and prediction, and computing and applying proportionality with similar figures and objects, scale factors, and unit rate.

- Unit 1, Scale Drawings
- Unit 2, Introducing Proportional Relationships
- Unit 3, Measuring Circles
- Unit 4, Proportional Relationships and Percentages
- Unit 5, Rational Number Arithmetic
- Unit 6, Expressions, Equations, and Inequalities
- Unit 7, Angles, Triangles, and Prisms
- Unit 8, Probability and Sampling
- Unit 9, Putting it ALL Together

Math 8

Math 8 focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

- Unit 1, Rigid Transformations and Congruence
- Unit 2, Dilations, Similarity, and Introducing Slope
- Unit 3, Linear Relationship
- Unit 4, Linear Equations and Linear Systems
- Unit 5, Functions and Volume
- Unit 6, Associations in Data
- Unit 7, Exponents and Scientific Notation
- Unit 8, Pythagorean Theorem and Irrational Numbers
- Unit 9, Putting it ALL Together

Algebra I covers topics such as a linear, quadratic, and exponential expressions and functions as well as some work with absolute value and step-wise functions. Algebra I presents students with the opportunity to deepen and extend understanding of linear and exponential relationships; contrast linear, quadratic, and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; extend the laws of exponents to square and cube roots; and apply linear models to data that exhibit a linear trend. Students who demonstrate proficiency in mathematics as demonstrated on state and internal assessments may be offered placement in Algebra I during their eighth-grade year in place of Math 8.

HISTORY-SOCIAL SCIENCE

CHIME SCS's history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), and *2014 ELA/ELD Framework*. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

CHIME SCS uses social studies materials from the Teachers' Curriculum Institute (TCI), which weaves educational research with interactive instructional strategies and project-based learning. Social Studies Alive! (K-5) and History Alive! (6-8), provide standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery. This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. CHIME SCS extends reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. Much of the grade level reading material are presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Social studies also includes instruction in expository writing.

MIDDLE SCHOOL

Departmentalized History-Social Science courses typically cover the content outlined by grade level in the California History-Social Science Standards. Departmentalized history-social science courses present students with the opportunity to study significant people, events, developments and political movements of a specific era of time. In these courses, the instructor may teach specific content to several different groups of students during multiple classes throughout the day.

6th and 7th grade World History courses cover topics such as the socio-economic, political, and ideological conditions of various time periods (Ancient and Medieval) as well as significant historical events and cultural achievements of world regions. World History courses present students with the opportunity to learn about the achievements of civilizations and countries, particularly in the fields of science, technology, and the arts, and how they spread through cultural diffusion. Students will compare and contrast the development and beliefs of the major world religions, explain how they spread to other regions, and resulted in ideological conflicts

throughout history. Sixth grade explores the time period of Ancient Civilizations and Seventh grade examines Medieval and Early Modern times.

8th grade United States History courses cover major turning points in American history and emphasize specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; and the emergence of a modern economy. United States history courses present students with the opportunity to study the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the development of the United States as a world power.

SCIENCE

Following the the Next Generation Science Standards, the Science curricula develops student exploration of recurring concepts and connections made within the various Disciplinary Core Ideas (DCIs) of Life Sciences, Earth and Space Sciences, and Physical Sciences. Throughout the DCIs, students develop critical thinking skills, as well as creativity in scientific thought. The science curriculum is based on the scientific process of inquiry, and is organized around the following unifying themes: systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. The CHIME science curricula emphasize science as a process of formulating and answering questions about the physical world around us, and encourage students to appreciate the natural world. Students develop skills of hypothesis forming, identification, experimentation, evaluation, documentation and presentation. They create and lead meaningful scientific experiments that allow them to make real-life connections and applications.

In their study of science at CHIME, students engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other. The methods of doing science include use of the tools of science (e.g., hands-on materials, technology) as well as varied approaches of study (e.g., model building, investigations). Science Fairs and showcases encourage students to communicate their research findings. In our inclusive classroom setting, students work with their peers as members of an investigative team studying scientific phenomena, understanding the necessity and benefits of long term research.

Students demonstrate appropriate developmental, or grade level mastery of science, in the three Disciplinary Core Ideas (DCIs):

- Physical Science: properties of objects and materials, position and motion of objects, light, heat, energy, and matter; magnetism; objects in the sky; electricity; elements, molecules and compounds;
- Life Science: characteristics of organisms; life cycles of organisms; organisms and their environments including food chains/webs and ecosystems; respiration, digestion, waste disposal, and transport of materials systems within a variety of organisms;
- Earth Systems Science: properties of earth materials including rocks, minerals and other natural resources; solar system; waves, wind, water and ice; and other changes in the earth and sky;

In each year of middle school science students will develop core skills and habits of scientific thinking and practice such as: asking and developing meaningful questions, making predictions based on observed patterns; conducting investigations; measuring items with appropriate tools; comparing and classifying objects based on physical attributes; describing the relative location of objects; and documenting observations using pictures, numbers, written statements, and graphs. Students will also come to understand how the union of science, mathematics and technology informs the scientific endeavor, allowing it to be successful. Finally, science is integrated with other subject areas, showing the importance of science as a field for furthering our understanding of our existence, our history, and our future.

MIDDLE SCHOOL

Integrated Science 6 course covers topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. Integrated Science I courses present students with the opportunity to study scientific concepts such as systems, models, energy, patterns, stability and change. This course also investigates principles of engineering design and California's Environmental Principles and Concepts.

Integrated Science 7 courses covers topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. Integrated Science II courses present students with the opportunity to study scientific themes including: systems, models, energy, patterns, stability and change. Students investigate applications of the theme using appropriate aspects from each discipline. This course builds on the content learned in Integrated Science I, addressing additional concepts or previous concepts at a more advanced academic level.

Integrated Science 8 covers topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. Integrated Science III courses present students with the opportunity to study scientific themes including: systems, models, energy, patterns, stability and change. Students investigate applications of the theme using appropriate aspects from each discipline. This course builds on the content learned Integrated Science II, addressing additional concepts or previous concepts at a more advanced academic level.

HEALTH AND PHYSICAL EDUCATION

The CHIME Physical Education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*, and will be incorporate the new *2019 Health Education Curriculum Framework* when they become available (expected in 2020). The curriculum promotes excellent physical, social, and emotional health among students in our inclusion classroom model.

The CHIME Physical Education program emphasizes a curricular focus on movement skills and is driven by the need to create a strong foundation for developing a physically educated student in order to develop a person who has the knowledge and control over how the body moves. The focus on movement skills develops a strong and broad foundation in student mastery of these skill areas at the TK/Kindergarten and elementary levels. The physical education curriculum

emphasizes a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program focuses on the appropriate developmental mastery of movement skills that enhance self-image and personal development and promote positive social development.

MIDDLE SCHOOL

To support Health Education, the school uses the *Decisions for Health* from Holt publishing in grades 6-8. The goals of the Health Education curriculum are to assist in the development of persons who are knowledgeable about human development and reproduction, who respect and appreciate themselves, their families and all persons, and who will neither exploit others nor allow themselves to be exploited.

Physical education courses cover topics that allow students to develop and expand their motor skills and movement, by applying strategies, bio-mechanic, motor learning, and fitness principles to their participation in a variety of physical activities. Physical education courses provide students with the opportunity to improve their personal fitness by goal setting and participation in specific activities that lead to improved health.

VISUAL AND PERFORMING ARTS

Students at CHIME have a numerous opportunities to receive instruction in visual and performing arts. IN the elementary grades TK-5 student receive weekly instruction in both music and visual arts. The philosophical framework of this instruction is described in detail below. During the middle school program, grades 6-8, students have the opportunity to choose from a wide variety of electives the deepen their understanding of the arts. Course offerings for these grades are described below. Starting in the 2019-20 school year, CHIME SCS began incorporating the new *2019 Art Standards* into its instruction.

MUSIC:

CHIME SCS music instruction is based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. All children have many opportunities to respond to music and grow musically in an environment where music is a part of the regular school program. Music instruction provides the basis for later music appreciation and participation both in school and as an adult. Classroom music instruction functions as a part of the total educational program in the school; teachers integrate appropriate content to reinforce continuity in student learning. Our inclusive classroom involves all students in the activities of moving, singing, listening, and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

VISUAL/CREATIVE ARTS:

The Visual/Creative Arts curriculum emphasizes the following within the visual arts: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, children create original artwork using various arts media and technical processes. Students explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). CHIME SCS students learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Through co-planning between the art teacher and the general and special education grade level teams, grade level curriculum is integrated into arts instruction. The students learn through integration of visual/creative arts and core subject area instruction. Finally, the students come to learn, value, and enjoy the time that is necessary for the creative process to come to fruition.

Band (Grades 5-8) is an Instrumental (Performance-based) course covers topics such as the proper technique for posture, holding and playing an instrument, reading sheet music, scales and arpeggios. Band presents students with an opportunity to demonstrate their learning through performances.

CHIME Channel Media Arts (Grades 6-8) course covers topics that allow students to follow sequential, developmentally appropriate instruction in the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various and combined mediums and forms, including moving image, sound, interactive, spatial and/or interactive design.

Visual Arts (Grades 6-8) covers design elements and principles, language, materials, and creative processes used to produce various kinds of visual arts. The Visual Arts course provide students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Students address the artistic processes of creating, presenting, responding and connecting and become artistically literate within the art form. The visual arts course include the traditional fine arts such as, but not limited to, drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts such as urban interior, product, and landscape design as well as the folk arts.

Photography (Grades 6-8) covers design elements and principles, language, materials, and creative processes used to produce various kinds of photography. The photography course includes exploration of principles of photography, use and care of photographic equipment, history of photography as a medium, and use and editing of digital and standard photography.

Film (Grades 6-8) course presents students with an understanding of film as a communications tool and its dynamic role in cultural development. The course may include the study of

outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.

ADDITIONAL ELECTIVES:

Coding and Podcasting course covers topics that will begin by establishing what coding is along with common terminology and discuss what a podcast is and what makes it so popular as media. Students will engage in programming tasks using the programming language Javascript (an offshoot of the popular language known as Java). Later in the course students will outline and create their own podcast episodes, audio diaries, and other media.

Home Economics cover topics such as food and nutrition, clothing, textiles, and interior design, human development, and financial management. Home economics courses present students with the opportunity to develop skills necessary to manage a household.

Environmental Awareness course covers topics that ask students to define community service and civic responsibility, track service hours, reflect on services performed and may include a final project or product. Community Service courses present students with the opportunity to volunteer for a non-profit organization to make a difference in their community and school.

Learning Lab covers topics such as time management, outlining, note taking, organization, active listening, research methods and test-taking strategies. Learning Lab students with the opportunity to gain extra academic support and guidance to help students achieve success in their academic work.

Advisory is a period in which all students in grade 6 through 8 meet at certain times under the supervision of a teacher who takes attendance and does other administrative business. This time can be used for Social Emotional Learning, Current events, or other relevant instruction or instructional support.

American Sign Language provides an introduction to the visual language of ASL. Students learn the foundational aspects of the language including the alphabet, vocabulary, sentence structure, semantics, and syntax.

SOCIAL BEHAVIORAL SKILLS CURRICULUM

Social/behavioral skills instruction is a part of each child's educational program from transitional kindergarten through 8th grade. Social/behavioral skills lessons are designed based on students' social and developmental needs. The skills that students learn are cumulative, with students acquiring not only more skills, but also a greater understanding and awareness of how these skills apply to their daily lives. The curriculum addresses prevention and early intervention as the keys to creating safe, caring, and responsive schools. The entire school community teaches and supports positive behaviors that demonstrate respect, cooperation, responsibility, and compassion. Most importantly, social skills instruction is embedded into all aspects of the curriculum.

61. INTERVENTION AND ENRICHMENT PROGRAMS

As detailed below and throughout this petition, CHIME's focus on personalized instruction includes a variety of in-class supports and targeted interventions for students to ensure their success. Faculty use benchmark assessments, school-designed rubrics, text-based assessments and more to continuously assess individual student performance. Within the first six weeks of school, teachers utilize diagnostic assessments to illuminate student strengths and weaknesses in terms of their skills in reading, writing, and math, including Fountas and Pinnell Benchmark Reading Assessment, On Demand Writing Sample, and Diagnostic Math Test / Test of Prerequisite Math Skills. Teachers also review previous year academic and test data (where available).

Teachers differentiate instruction, including depth and complexity for all students, including those performing above grade level, those with IEPs or those who are struggling to master a particular lesson. Students who are struggling, who have been identified by informal assessment and teacher observation to require tier 2 and tier 3 observations and who would benefit from additional intensive supports, are recommended for an appropriate intervention group; either before or after-school as well as during school. Letters are sent home to parents and calls are made to ensure students can attend their support session if it is scheduled before or after school. If not, students are scheduled during the day. Progress is tracked and a determination is made as to whether the intervention is sufficient. This progress is tracked using a variety of systems including our SBAC interim assessment data, pre-assessments, unit quizzes and tests, teacher created assessments, exit tickets, reteach, teacher observation, and student work samples. This data is reviewed and discussed at grade level and department meetings, team meetings and parent conferences on specific students, planning sessions, and as a focus during professional development. Highly-qualified educational support personnel (RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Psychologists, Physical Therapist, Occupational Therapist) support our data-driven, differentiated model of instruction. Our collaborative teaching model ensures that all students receive personalized support within our inclusive classrooms, and as needed, extra support.

CHIME provides before-school, after-school, and summer school programs providing both intervention and enrichment. Homework club provides supervised homework support for students after school. Enrichment activities can include drama, dance, music, art, and science activities in the afterschool program. Competitive sports teams are organized by the PE coaches and offered to all students in grades 4 through 8.

62. CURRICULAR AND INSTRUCTIONAL MATERIAL

For our core textbooks, CHIME SCS select materials aligned with the California and Common Core standards.

Content Area	Instructional Materials
English Language Arts	<ul style="list-style-type: none"> • Grade level appropriate literature as designated by Common Core (www.corestandards.org/assets/Appendix_B.pdf) for novel / chapter book study (Grades TK/K-8) • SuperKids Literacy Program (K) • Journeys ELA curriculum (Grades 1-8) • Words Their Way (Grades 2-5) • Writer's Workshop materials from Lucy Caulkins (Grades 3-5) • Teacher-created curriculum (including thematic writing units) using authentic literature to address ELA CCSS
English Language Development	<ul style="list-style-type: none"> • Wilson Foundations • MobyMax
Math	<ul style="list-style-type: none"> • Teacher-created curriculum to address Math CCSS • Go Math (K-5) • Open Up Resources (6-8)
Social Studies/ History	<ul style="list-style-type: none"> • Teacher-created curriculum and texts including primary source materials to support teacher- created curriculum based on History-Social Sciences Content Standards, CA CCSS for ELA/Literacy, and 2014 ELA/ELD Framework • Social Studies Alive! published by TCE (Grades 3-5) • History Alive! Published by TCI (Grades 6-8)
Science	<ul style="list-style-type: none"> • FOSS California Curriculum and Kits (Grades 1-3) • Teacher-created curriculum and project-based units to address NextGen Science Standards • Interactive Science (Grades 6-8) Pearson Publishing • Expository texts to support teacher-created curriculum and project-based units
PE/ Health	Teacher-created materials from state Frameworks and other sources
Drama/Visual Arts / Music	Teacher-created materials, varies by subject

All of our materials are selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core textbooks with additional materials and strategies to support our EL and special needs students as described below.

63. COMPREHENSIVE COURSE LIST

CHIME SCS Course List

6th	7th	8th
English 6 Math 6 P.E. Integrated Science 6 6 th grade World History Advisory (ELD Instruction)	English 7 Math 7 P.E. Integrated Science 7 7 th grade World History Advisory (ELD Instruction)	English 8 Math 8 Algebra 1 P.E. Integrated Science 8 8 th grade U.S. History Advisory (ELD Instruction)
<i>Middle Grades Electives:</i> Band, CHIME Channel Media Arts, Home Economic, Visual Arts, Photography, Film, Coding and Podcasting, Environmental Awareness, Learning Lab, American Sign Language		

64. INSTRUCTIONAL METHODS AND STRATEGIES

Teachers use a **constructivist approach** through **project based learning** methods to help students build their own knowledge by facilitating students learning process through superordinate projects. The Project Based Learning approach based on the work of the Buck Institute is a strong component of the day-to-day instructional approach of the teachers at CHIME SCS. Teachers employing these methods are also deeply rooted in planning their lessons using the **Understanding By Design** (UBD) model to backwards plan instruction. All courses have teacher-developed curriculum maps aligned to desired outcomes, including CCSS and state standards and the prerequisite skills associated with the standards, a level of Blooms Taxonomy, the applicable school goals (e.g., inclusive classroom model, appreciating diversity, etc.), and authentic assessment tools. Teachers collaboratively develop pacing plans and engaging lessons, with differentiation based on the needs of students.

Co-teaching is scheduled carefully into each class' schedule based upon student needs. Special education co-teachers co-plan with their general education partners each week. Special educators share responsibility for the implementation of, and preparation for, universally designed lessons, and general educators share responsibility for specially designed instruction and the development of modified and adapted materials.

Block scheduling is utilized at the middle grades level, as it has been shown to improve attendance, discipline and school climate (Duel, 1999; Stader, 2001; Queen, Algozzine, & Eaddy, 1997; Snyder, 1997; Buckman, King, & Ryan, 1995) as well as student achievement (Fletcher, 1997; Khazzaka, 1998). Block scheduling is known to be particularly effective for classrooms that include diverse learners, as students who need more or less time on a task are readily accommodated. (Canady & Rettig, "Teaching in the Block, Strategies for Engaging Active Learners" (1995)). Students with special needs have fewer transitioning times between classes and have their accommodations and other needs met in the classroom. Blocks also facilitate project-based and interdisciplinary learning and encourage the use of active teaching strategies, hands-on investigations and greater student involvement. (Id.)

Technology is integrated as a tool for learning and to help all students develop technological fluency that is imperative in today's working world. The use of a variety of technological

advances in the curriculum creates students who are information seekers, analyzers, evaluators, problem solvers, and decision makers. Creative and effective uses of productivity tools is interwoven throughout the content areas so that not only do students become effective communicators, collaborators, publishers, and producers, they also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood. CHIME SCS students use technology in a wide variety of ways including specific technology curriculum programs such as iStation Reading, IXL Math, Mavis Beacon Typing, and the Read Live Fluency program. Students also utilize technology in an integrated fashion throughout their academic classes using the Office suite of programs such as Microsoft Word and Microsoft PowerPoint to express their knowledge. Many of the texts and resources for the middle school curriculum have online components for student use. On campus CHIME SCS benefits from having 3 mobile iPad carts and six mobile Laptops carts..

Social Learning and Positive Behavioral Supports are integral to CHIME SCS as necessary components of establishing a strong social community among the students, parents, and professionals. It is when students feel safe, welcome and individually important to the community that they are able to operate at their maximum potential. Ironically, it is this sense of well-being that they have as individuals that also allows them to actively participate in the life of the school community, seeing themselves as part of something larger. Knowing that they belong, students bring unique capabilities to school and belonging gives them a sense of self, a sense of location, a sense of security, and a healthy sense of responsibility to the larger group.

65.

Social skills instruction is embedded in all areas of the curriculum, with the goal of helping students to understand themselves as members of a community, to develop respect for others, to appreciate diversity in all its forms within the community, to express their ideas with assurance, and to solve problems with others through positive, honest and direct interaction with them. As described above, CHIME SCS has also begun to implement restorative justice practices, including community circles.

To help establish a sense of community there are regular occasions for students to share their work with each other and with the community at large. Students demonstrate their learning and reflections on their learning throughout the grades through student presentations of learning and project exhibitions. In addition, middle grades students gain a sense of community both in their classrooms through the projects that they work on together and in their advisory period when they gather together with a small group of peers to discuss common issues and concerns, and receive social and academic support.

Finally, **family partnerships** are critical to the success of all students and the school. Families are welcomed on campus and encouraged to participate in school life, from helping with school mailings to leadership in coordinating large school events and supporting in the classrooms. In addition, the Parent Association supports the school through fundraising and community events throughout the year (see Element 4). Home/school communications are provided in English and Spanish. As the school grows, mentors are assigned to new families to help them gain familiarity with school policies and procedures and help form relationships in the community. Teachers meet with families in team meetings throughout the year to refine educational programs or to share progress for any student as needed in addition to Parent-Teacher conferences.

In all grade levels, faculty have ongoing training and support in using **assessments to inform instruction**, with emphasis placed on systematic assessment, use of rubrics, a variety of forms of evidence, and more frequent assessment of progress in Language Arts and Math. The data from this assessment is reviewed on an ongoing basis by grade-level teaching teams (general education and special education teachers) and considered so that appropriate Tier 1, Tier 2, and Tier 3 interventions are implemented. Student progress is tracked at weekly grade-level planning meetings, during pupil-free Intensive Workshop Time data reviews, and at other times throughout the year. For students with special needs this information is also considered when determining accommodation or (when appropriate) modifications to curriculum as well as monitoring progress toward IEP goals.

66. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCS AND OTHER STATE CONTENT STANDARDS

As detailed throughout this petition, instructional methodologies and curriculum at CHIME SCS aligns directly with the CCSS in ELA and math, and other state content standards (including the Next Generation Science Standards and English Language Development Standards), and be designed using the State's Educational Frameworks. Extensive professional development (see below) is built in the annual calendar and weekly schedule to ensure all faculty receive appropriate training and ongoing coaching in aligning curriculum planning and utilizing appropriate instructional materials to desired outcomes (CCSS) via backwards planning. Teachers and school leaders continuously monitor student mastery of content standards through ongoing assessments and review of data. School leaders use this data to monitor teacher fidelity of CCSS-implementation and the efficacy of the instructional materials used, and to provide additional training and coaching as needed. (See Elements 2/3 for additional information about the use of data to guide instruction.)

67. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

68.

CHIME SCS integrates technology throughout the program, both to ensure that students develop critical 21st Century skills in using tech-based tools, as well as helping to personalize instruction and maximize student achievement. Each classroom has a minimum of 3-5 computers to utilize in addition to the ability to checkout one of the many laptop and iPad carts on campus. CHIME has approximately 300 laptop devices on campus for student use. In addition, CHIME is implementing a plan to provide 1 to 1 laptop access for grade 4-8 starting in the fall of 2020. In addition to student technology access, faculty utilize interactive whiteboards and document cameras both connected to a teacher computer for classroom instruction and presentations. Students learn basic computer skills (Word, Excel, Prezi, etc.), as well as internet research skills and online communication proficiency. Students have access to technology on a weekly basis and this helps them gain familiarity with utilizing a wide variety of technology tools. This combined with students taking computer based assessments on computer as well as the SBAC interim assessments help CHIME SCS's students become well prepared to the computer-based state standardized assessments.

The school utilizes an integrated data management system, Powerschool to collect, analyze and report student achievement data and other required measures (e.g., attendance, student behavior,

etc.). Parents and students have real-time access to SchoolSync to access current grading and homework assignments.

As a result of CHIME SCS technology integration, students demonstrate appropriate developmental or age/grade level mastery of technology in the following areas:

- A sound understanding of the nature and operation of technology systems;
- The use of technology tools to solve problems, make informed decisions, enhance learning, increase productivity, and promote creativity;
- The use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works;
- The use of technology to locate, evaluate, and collect information from a variety of sources;
- The use of technology tools to process data and report results.
- An ability to use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences; and
- An ability to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

69. TRANSITIONAL KINDERGARTEN

CHIME SCS offers a transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the Kindergarten students and incorporation of Foundations curriculum goals. Teachers are trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

CHIME will comply with teacher credential requirements for TK classrooms, specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

70.

71. ACADEMIC CALENDAR

Specific calendar and hours are determined yearly by the principal with approval from the CHIME Institute Board of Directors. The academic year is configured using 180 instructional days as its base with a traditional school calendar. The following is the draft 2021-22 school year calendar:

2021- 2022 CHIME School Calendar																			Updated 8/20/20			
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Total Days	
June			short day			Schoolwide Portfolio Conf																
July						4th July																
August			New Teacher Orientation			Professional Development					1st Day											
September			short day																			
October																						
November			short day																			
December			short day																			
January			short day																			
February			short day																			
March			short day																			
April																						
May			short day																			
June			short day			Schoolwide Portfolio Conf																
July						4th July																
August			New Teacher Orientation			Professional Development					1st Day											
2022-23																						
<div><div><div>Great California Shake Out</div><div>Walk N Roll A Thon</div><div>Carnival TBD</div><div>Back to School Night</div></div><div><div>High School Info Night</div><div>School Picture Day</div><div>No School</div><div>Back to School Picnic 8/15</div></div><div><div>Short Day</div><div>Min Day</div><div>Tri End</div></div><div><div>School ends 1:30</div><div>School ends 12:30</div><div>End of Trimester</div></div><div><div>8th Grade Culmination - 2 PM</div><div>8th Grade Step-Up Ceremony 9 AM</div><div>CAASPP Testing</div></div><div><div>Poem in Your Pocket</div><div>MS Science Fair</div><div>TK-5 Annual Project</div><div>PEP Rally</div></div><div><div>Total Days of Instruction</div><div>180</div></div></div>																						
<div><div>Unity Day</div><div>Wear Orange</div><div>Kindness Month</div><div>Music Performanc</div></div>																						
8/20/2020																						

72. SAMPLE DAILY SCHEDULES

The transitional kindergarten and kindergarten school day is a modified full day schedule with 235 instructional minutes on regular days and 205 minutes on short Tuesdays.

TK and K Instructional Schedule									
	Monday		Tuesday		Thursday		Friday		Wednesday
7:30-8:30	Teacher/staff planning and PD		Teacher/staff planning and PD		Teacher/staff planning and PD		Teacher/staff planning and PD		Teacher/staff planning and PD
9:00-9:55	Morning Meeting; Math, Language Arts Designated ELD Instruction, and PE Stations	55	Morning Meeting; Math, Language Arts Designated ELD Instruction, and PE Stations	55	Morning Meeting; Math, Language Arts Designated ELD Instruction, and PE Stations	55	Morning Meeting; Math, Language Arts Designated ELD Instruction, and PE Stations	55	Morning Meeting; Math, Language Arts Designated ELD Instruction, and PE Stations
9:55-10:20	Recess								
10:20-11:45	Math, Language Arts Designated ELD Instruction, and PE stations	85	Math, Language Arts Designated ELD Instruction, and PE stations	85	Math, Language Arts Designated ELD Instruction, and PE stations	85	Math, Language Arts Designated ELD Instruction, and PE stations	85	Math, Language Arts Designated ELD Instruction, and PE stations
11:45-12:25	Lunch								
12:25-2:00	Social Skills, Integrated ELD Instruction, Social Studies, and Science	95	Social Skills, Integrated ELD Instruction, Social Studies, and Science	95	Social Skills, Integrated ELD Instruction, Social Studies, and Science	95	Social Skills, Integrated ELD Instruction, Social Studies, and Science	95	Music / Art
2:00	Dismissal								
2:00-3:15	Grade level teams debriefing & planning		Grade level teams debriefing & planning		Grade level teams debriefing & planning		Grade level teams debriefing & planning		Grade level teams debriefing & planning
	25 Recess and 40 lunch minutes	235	25 Recess and 40 lunch minutes	235	25 Recess and 40 lunch minutes	235	25 Recess and 40 lunch minutes	235	25 Recess and 40 lunch minutes

The sample bell schedule for all students in grade 1 is 305 instructional minutes on regular days and 235 instructional minutes on short Wednesdays, as follows:

<u>1st Grade Instructional Schedule</u>									
	<u>Monday</u>		<u>Tuesday</u>		<u>Thursday</u>		<u>Friday</u>		<u>Wednesday</u>
<u>7:30-8:30</u>	<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>
<u>8:30-9:55</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>85</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>85</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>85</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>85</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>
<u>9:55-10:20</u>	<u>Recess</u>								<u>9:55-10:20</u>
<u>10:20-11:45</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>85</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>85</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>85</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>85</u>	<u>Language Arts, Stations- Designated ELD instruction</u>
<u>11:45-12:25</u>	<u>Lunch</u>								<u>11:45-12:25</u>
<u>12:25-1:00</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>35</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>35</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>35</u>	<u>Language Arts, Stations- Designated ELD instruction</u>	<u>35</u>	<u>Physical Education</u>
<u>1:00-2:40</u>	<u>Social Studies or Science</u>	<u>100</u>	<u>Social Studies or Science</u>	<u>100</u>	<u>Social Studies or Science</u>	<u>100</u>	<u>Social Skills / Music / Art</u>	<u>100</u>	
<u>2:40</u>	<u>Dismissal</u>								<u>1:30</u>
<u>2:40-3:15</u>	<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>
	25 Recess and 40 lunch minutes	<u>305</u>	25 Recess and 40 lunch minutes	<u>305</u>	25 Recess and 40 lunch minutes	<u>305</u>	25 Recess and 40 lunch minutes	<u>305</u>	25 Recess and 40 lunch minutes
									<u>235</u>

Students in grades 2-3 receive 310 instructional minutes on regular days and 240 instructional minutes on short Wednesdays, as follows:

2nd-3rd Grade Instructional Schedule									
	<u>Monday</u>		<u>Tuesday</u>		<u>Thursday</u>		<u>Friday</u>		<u>Wednesday</u>
<u>7:30-8:30</u>	<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>
<u>8:30-10:40</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u> <u>Social Studies or Science</u>
<u>10:40-11:00</u>	<u>Recess</u>								
<u>11:00-1:05</u>	<u>Language Arts Stations- Designated ELD Instruction and Social Studies or Science</u>	<u>125</u>	<u>Language Arts Stations- Designated ELD Instruction and Social Studies or Science</u>	<u>125</u>	<u>Language Arts Stations- Designated ELD Instruction and Social Studies or Science</u>	<u>125</u>	<u>Physical Education</u> <u>Language Arts Stations- Designated ELD Instruction and Social Studies or Science</u>	<u>125</u>	<u>Language Arts Stations- Designated ELD Instruction and Social Studies or Science</u>
<u>1:05-1:45</u>	<u>Lunch</u>								
<u>1:45-2:40</u>	<u>Social Studies or Science</u>	<u>55</u>	<u>Social Studies or Science</u>	<u>55</u>	<u>Social Skills / Music / Art</u>	<u>55</u>	<u>Social Studies or Science</u>	<u>55</u>	
<u>2:40</u>	<u>Dismissal</u>								
<u>2:40-3:15</u>	<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>
	25 Recess and 40 lunch minutes	<u>310</u>	25 Recess and 40 lunch minutes	<u>310</u>	25 Recess and 40 lunch minutes	<u>310</u>	25 Recess and 40 lunch minutes	<u>310</u>	25 Recess and 40 lunch minutes
									<u>240</u>

Students in grades 4th-5th receive 320 instructional minutes on regular days and 240 instructional minutes on short Wednesdays, as follows:

4th-5th Grade Instructional Schedule									
	<u>Monday</u>		<u>Tuesday</u>		<u>Thursday</u>		<u>Friday</u>		<u>Wednesday</u>
<u>7:30-8:30</u>	<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>		<u>Teacher/staff planning and PD</u>
<u>8:30-10:40</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>	<u>130</u>	<u>Community Meeting, Integrated ELD Instruction and Math</u>
									<u>Social Studies or Science</u>
<u>10:40-11:00</u>	<u>Recess</u>								<u>10:40-11:00</u>
<u>11:00-1:05</u>	<u>Language Arts Stations- Designated ELD instruction and Social Studies or Science</u>	<u>125</u>	<u>Language Arts Stations- Designated ELD instruction and Social Studies or Science</u>	<u>125</u>	<u>Language Arts Stations- Designated ELD instruction and Social Studies or Science</u>	<u>125</u>	<u>Physical Education</u> <u>Language Arts Stations- Designated ELD instruction and Social Studies or Science</u>	<u>125</u>	<u>Language Arts Stations- Designated ELD instruction and Social Studies or Science</u>
<u>1:05-1:45</u>	<u>Lunch</u>								<u>12:50-1:30</u>
<u>1:45-2:55</u>	<u>Social Studies or Science</u>	<u>65</u>	<u>Social Studies or Science</u>	<u>65</u>	<u>Social Skills / Music / Art</u>	<u>65</u>	<u>Social Studies or Science</u>	<u>65</u>	
<u>2:55</u>	<u>Dismissal</u>								
<u>2:55-3:15</u>	<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>		<u>Grade level teams debriefing & planning</u>
	20 Recess and 40 lunch minutes	<u>320</u>	20 Recess and 40 lunch minutes	<u>320</u>	20 Recess and 40 lunch minutes	<u>320</u>	20 Recess and 40 lunch minutes	<u>320</u>	20 Recess and 40 lunch minutes
									<u>240</u>

Students in grades 6-8 receive 355 instructional minutes on regular days and 260 minutes on early dismissal Wednesdays as follows:

6th-8th Instructional Schedule										
	<u>Monday</u>		<u>Tuesday</u>		<u>Thursday</u>		<u>Friday</u>		<u>Wednesday</u>	
<u>7:30-8:05</u>	<u>Co-plan, faculty meetings, PD</u>		<u>Co-plan, faculty meetings, PD</u>		<u>Co-plan, faculty meetings, PD</u>		<u>Co-plan, faculty meetings, PD</u>		<u>Co-plan, faculty meetings, PD</u>	<u>7:30-8:05</u>
<u>8:05-8:30</u>	<u>Home Team</u>	<u>25</u>	<u>Home Team</u>	<u>25</u>	<u>Home Team</u>	<u>25</u>	<u>Home Team</u>	<u>25</u>	<u>Home Team</u>	<u>8:05-8:25</u> <u>15</u>
<u>8:30-10:20</u>	<u>Period 1 Block</u>	<u>110</u>	<u>Period 4 Block</u>	<u>110</u>	<u>Period 1 Block</u>	<u>110</u>	<u>Period 4 Block</u>	<u>110</u>	<u>Period 1</u>	<u>8:25-9:05</u> <u>40</u>
									<u>Period 2</u>	<u>9:05-9:45</u> <u>40</u>
<u>10:20-10:35</u>	<u>Nutrition</u>									<u>9:45-10:00</u>
<u>10:35-12:25</u>	<u>Period 2 Block</u>	<u>110</u>	<u>Period 5 Block</u>	<u>110</u>	<u>Period 2 Block</u>	<u>110</u>	<u>Period 5 Block</u>	<u>110</u>	<u>Period 3</u>	<u>10:00-10:40</u> <u>40</u>
									<u>Period 4</u>	<u>10:40-11:20</u> <u>40</u>
<u>12:25-1:05</u>	<u>Lunch</u>									<u>11:20-12:05</u>
<u>1:05-1:35</u>	<u>Advisory - Designated ELD Instruction</u>	<u>30</u>	<u>Advisory - Designated ELD Instruction</u>	<u>30</u>	<u>Advisory - Designated ELD Instruction</u>	<u>30</u>	<u>Advisory - Designated ELD Instruction</u>	<u>30</u>	<u>Period 5</u>	<u>12:05-12:45</u> <u>40</u>
<u>1:35-2:55</u> (MS Dismissed @ 2:55)	<u>Period 3 Block</u>	<u>80</u>	<u>Period 6 Block</u>	<u>80</u>	<u>Period 3 Block</u>	<u>80</u>	<u>Period 6 Block</u>	<u>80</u>	<u>Period 6</u>	<u>12:45-1:30</u> <u>45</u>
<u>3:00-3:30</u>	<u>Staff Debrief</u>		<u>Staff Debrief</u>		<u>Staff Debrief</u>		<u>Staff Debrief</u>		<u>Debrief, Professional Development, Staff Planning</u>	<u>1:30-3:15</u>
	20 Recess and 40 lunch minutes	<u>355</u>	20 Recess and 40 lunch minutes	<u>355</u>	20 Recess and 40 lunch minutes	<u>355</u>	20 Recess and 40 lunch minutes	<u>355</u>	20 Recess and 40 lunch minutes	<u>260</u>

CHIME SCS ensures that a minimum of 2 and 1/2 hours daily is devoted to language arts instruction in grades 1-5. This includes a minimum of one instructional period devoted solely to language arts instruction, and additional periods in which an integrated curriculum is used.

Similarly, a minimum of one instructional period is focused on mathematics instruction, but additional time is provided in which students apply mathematical skills and concepts to different types of problems in other content areas.

As described in Element 1, essential to the educational program of CHIME SCS is an integrated curriculum, in which several curriculum areas are addressed in a single activity or instructional period. For example, in a unit on citizenship, students practice skills in different content standards areas. They read, learn new vocabulary, and write about concepts related to citizenship. They take part in active learning experiences that involve voting or polling, thus learning new concepts and skills related to computation, ratios, and graphing. In this manner, students learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts. Thus, in addition to devoting some instructional time *solely* to language arts instruction, students have a significant portion of time in *integrated instructional activities*, in which they are extending, applying, and practicing literacy skills and concepts.

CHIME SCS assures that 6th – 8th graders receive instruction in each of the four core content areas (language arts, mathematics, science, and social studies) in addition to the requisite time for physical education. One class period will be used for enrichment courses that will be provided in an elective format, in which students select different enrichment courses each semester. Enrichment courses include Band, CHIME Channel Media Arts, Home Economics, Visual Arts and Photography, Film, Coding and Podcasting, Environmental Awareness, and Learning Lab.

The plan also incorporates time for faculty planning and collaboration. This takes place in the form of co-planning time in the morning, which is used for general and special education faculty to collaborate or for faculty to engage in co-planning for integrated instruction (as described below). Each faculty member in the 6th – 8th grades has one planning period for personal instructional planning. In addition, at the end of the day, 30 minutes is set aside for K-8 faculty and staff to engage in debriefing. During this time all faculty and paraprofessionals in the school meet to discuss successes, concerns, and school-wide plans.

As described previously, essential to the educational program of CHIME SCS is an integrated curriculum, in which several curriculum areas are address in a single activity or instructional period. The block schedule format in the 6th – 8th grades allows for more integrated instruction and increased collaboration between faculty and classes. For example, in a unit on citizenship, students practice skills in different content standard areas. They read, learn new vocabulary, and write about concepts related to citizenship. They take part in an active learning experience that involves voting or polling, thus learning new concepts and skills related to computation, ratios, and graphing. In this manner, students learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts.

INSTRUCTIONAL DAYS AND MINUTES

And extended day schedule ensures comprehensive support for all learners, and significantly more instructional minutes than required by the California Education Code.

PROFESSIONAL DEVELOPMENT

73. ONGOING PROFESSIONAL DEVELOPMENT

CHIME SCS commits itself to supporting the staff by providing substantive and regular opportunities to grow in their profession, and to provide the necessary tools to help them do their work effectively.

Teachers work in teams to coordinate and integrate instruction, to develop lesson study sessions where they can discuss their teaching, and to discuss student achievement. They are also encouraged to make their own professional goals and devise plans for meeting them. The school community supports teachers as they endeavor to improve their practice, both through on-going, organized staff development as well as informal opportunities for teachers to become ever more reflective about their practice. Teachers each have prep periods scheduled into their weekly schedule. They teach five out of six periods in the block schedule. Teachers' schedules provide time for collaboration time and co-planning time.

Professional growth and development at CHIME SCS occurs for an entire week before school starts, with new teachers attending a week and a half of training. During this time, teachers are trained on project based learning and inclusive education approaches. Common topics include: co-teaching, universal design for learning, positive behavior support, project based learning, and differentiated instruction. Professional development also occurs twice a month on short day Wednesdays, and occurs weekly for paraprofessionals on Friday mornings. Administrators, lead teachers, visiting teachers, external experts in identified areas of need and CSUN professors deliver professional development. Collaborative grade level co-planning is built into teachers' schedules and occurs once a week.

Other common professional development topics include:

- In-depth study of the Common Core Standards as well as using cross curricular groupings and collaborative learning to create greater engagement and a deepened understanding of concepts, including creation of performance tasks aligned with Common Core and other state standards;
- Constructivism and project-based learning;
- Hometeam curriculum design and social and emotional learning support;
- Reading, writing, and critical analysis across the curriculum;
- Unifying diverse communities of learners;
- Data analysis time to use summative and formative assessment data to make instructional decisions (e.g. modifications to curriculum maps);
- Revision of pacing plans after cross-curricular alignment discussions amongst departments;
- Model and practice of instructional strategies to use to differentiate instruction;
- Using the school's student information system for submission of grades, attendance, behavior logs, and parent communication;
- Standardized testing (e.g. test administration, supporting student use of navigation tools, etc);

- Response to Intervention planning and design;
- Progress monitoring and data analysis for special education IEP goals
- Co-assessing in the co-teaching model
- Language and literacy development in children with language-based disabilities
- Prompting hierarchies for children with special needs
- Best practices for implementing peer supports in inclusive classrooms

2021-22 Professional Development Schedule

Topic	Date
Diversity by Design (DBD)	9/16, 10/14, 11/15, 12/9, 1/6, 2/3
Relay (Administration)	9/19, 9/20, 9/26, 9/27, 1/16, 1/17, 1/28, 1/29
Multi-Tier System of Support (MTSS)	8/26, 9/9, 10/7, 10/21, 11/4, 11/13, 12/2, 12/16, 1/13, 1/27, 2/10
Positive Behavior Intervention and Support (PBIS)	8/12, 10/8, 11/5, 12/19, 1/22, 2/12
New Teacher Orientation	8/7 – 8/9
New Teacher Meetings	2/20, 3/12, 4/23, 5/14
Mentor/Mentee Meetings	8/8, 8/12, 10/17
All Staff Orientation	8/12 – 8/16
Emergency Preparedness	9/4, 10/2, 11/6, 12/4, 1/8, 2/5
Restorative Justice	8/12, 1/8, 1/9
American Speech Language Association (ASHA)	11/21, 11/22
Enrichment	9/18, 10/16, 2/19
Crisis Prevention Analysis (CPI)	9/7, 9/14, 9/21, 1/11, 2/1, 2/8
Suicide Awareness	8/23
CAASPP Testing	8/20
Social Emotional Learning (SEL)	11/14
Parent Square	1/30
Community Emergency (CERT)	1/28 for eight weeks ⁶⁴
Museum of Tolerance (MOT)	2/20, 2/21

A needs assessment is conducted during the school year for PD topics for the next school year. Professional development surveys created in conjunction with CSUN's Center for Teaching and Learning are administered to faculty. The Center for Teaching and Learning is pivotal in providing CHIME with professional development and assists in data collection towards future PD topics. The administration utilizes teacher evaluations and classroom observation to measure the effectiveness of professional development. These evaluations and observations are reviewed for evidence of teacher implementation of the professional development skills that have been worked on and presented by CTL staff and other professional development providers. California State University professors are invited to educate faculty and staff on topics such as co-teaching, conflict resolution, positive behavior support, etc. Families are also invited to do an in-service with faculty and staff on their child's specific needs.

⁶⁴ Some teachers participate in an eight week course, once per week, and become certified in emergency preparedness.

At the beginning of the year, administration oversees the formation and ongoing development of Professional Learning Communities. Teachers work in Professional Learning Communities, becoming “experts” in educational topics such as EL instruction, Universally Designed Instruction, Constructivism, etc. Teachers may investigate topics of their own interest as well, with administration gauging the relevance towards student achievement. Teachers share what they have discovered with faculty on the short Tuesdays, as well as meet in their PLC’s to learn from professional articles and research on instructional strategies.

74. TEACHER RECRUITMENT

CHIME SCS selects its own staff which reflects the diversity of the community. CHIME seeks to hire a diverse group of teachers who have strong content knowledge, experience planning engaging hands-on curriculum, understanding of data-driven instruction and differentiation for different learners, and a commitment to inclusive education. A committee of the school Principal, teachers and Executive Director are responsible for the interview and selection process. Vacant positions are advertised at California State University Northridge through the Secondary Education Departments, as well as EdJoin, CCSA Job Board, the *Sundial* newspaper, and the Los Angeles *Daily News*. The hiring committee takes the following steps to recruit and select staff, evaluating how well each candidate’s education, experience and philosophies align with the CHIME mission, instructional methodologies and school values:

- Compose the vacancy announcement and advertise opening
- Recruit applicants
- Request resumes, required credential(s) and letters of recommendation
- Screen applicants
- Hold interviews and demonstration lesson
- Contact references and check credentials with California Commission on Teacher Credentialing to ensure state and federal qualifications
- Make recommendations to the Executive Director, who is responsible for final approval.

Prior to starting employment, all teachers and staff must submit to and request DOJ fingerprint screening and have the results for clearance verified by employer and also to provide to the school a negative TB test result. Candidates that are offered employment receive an at-will employee agreement from CHIME.

New teachers receive three additional days of professional development prior to beginning their first year of teaching at CHIME. This professional development included training on core philosophies of the CHIME model including Universal Design for Learning, Positive Behavior Intervention and Support (PBIS), Effective Use of Paraprofessionals in the general education classroom, and Constructivist approaches to teaching and learning.

MEETING THE NEEDS OF ALL STUDENTS

As previously stated, the CHIME Institute mission values the ongoing support for an inclusive learning community where *all* students, their parents, and the school’s staff appreciate and value

diversity. This is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds ***learn together***.⁶⁵

As noted throughout this petition, *special education inclusion is a core tenet of our model*. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. The CHIME program focuses on improving scholarship and social awareness in the community-at-large, as well as preventing future learning and social problems for students with and without disabilities.

CHIME's inclusive model includes several core elements and practices designed to meet the needs of a broad range of learners. These inclusive practices include: Integrated service delivery; co-teaching (embedded supports and instruction from special education teachers within general education classes); paraprofessional supports; Multi-Tiered Systems of Support (responsive embedded systems of remediation); and progress monitoring to guide instruction.

CHIME SCS implements a Multi-Tiered Systems of Support (MTSS) model with clear Tier 1, Tier 2, and Tier 3 strategies to address academic and behavioral needs of all students. MTSS approaches include clearly defined interventions within the school day, as well as opportunities for additional support before and after school for struggling students. Students are regularly assessed throughout the curriculum to monitor their progress toward their curricular goals and the state standards. Utilizing our internal benchmark assessment results, CAASPP data, teacher observations, and student work samples we are able to determine if students are achieving appropriately through our researched-based instructional approaches (Tier 1), or need additional re-teaching or remediation (Tier 2) or perhaps require more intensive interventions (Tier 3).

The MTSS is implemented using a co-teaching framework in which special and general education teachers are partners in planning, teaching, progress monitoring, and assessing students. The special education teacher in effect moves between four to six classrooms providing service to students within their general education classrooms in a natural, pre-planned way. Embedded supports and related services, such as intervention specialists, speech and language therapists, and occupational therapists work closely with teachers within the learning environment, providing strategies and direct supports for to address each individual's learning needs. Students are not pulled out of classroom to receive interventions or therapies. It is also recognized that students may benefit from supports and instruction due to membership in more than one of these subgroups. For example, the inclusive service delivery model does not require that educational teams "choose" a program for English Learners over a program for students who are gifted. Rather, all students benefit from all available services and supports. Tier 2 and Tier 3 interventions are implemented within the general education classrooms, in the learning center, or

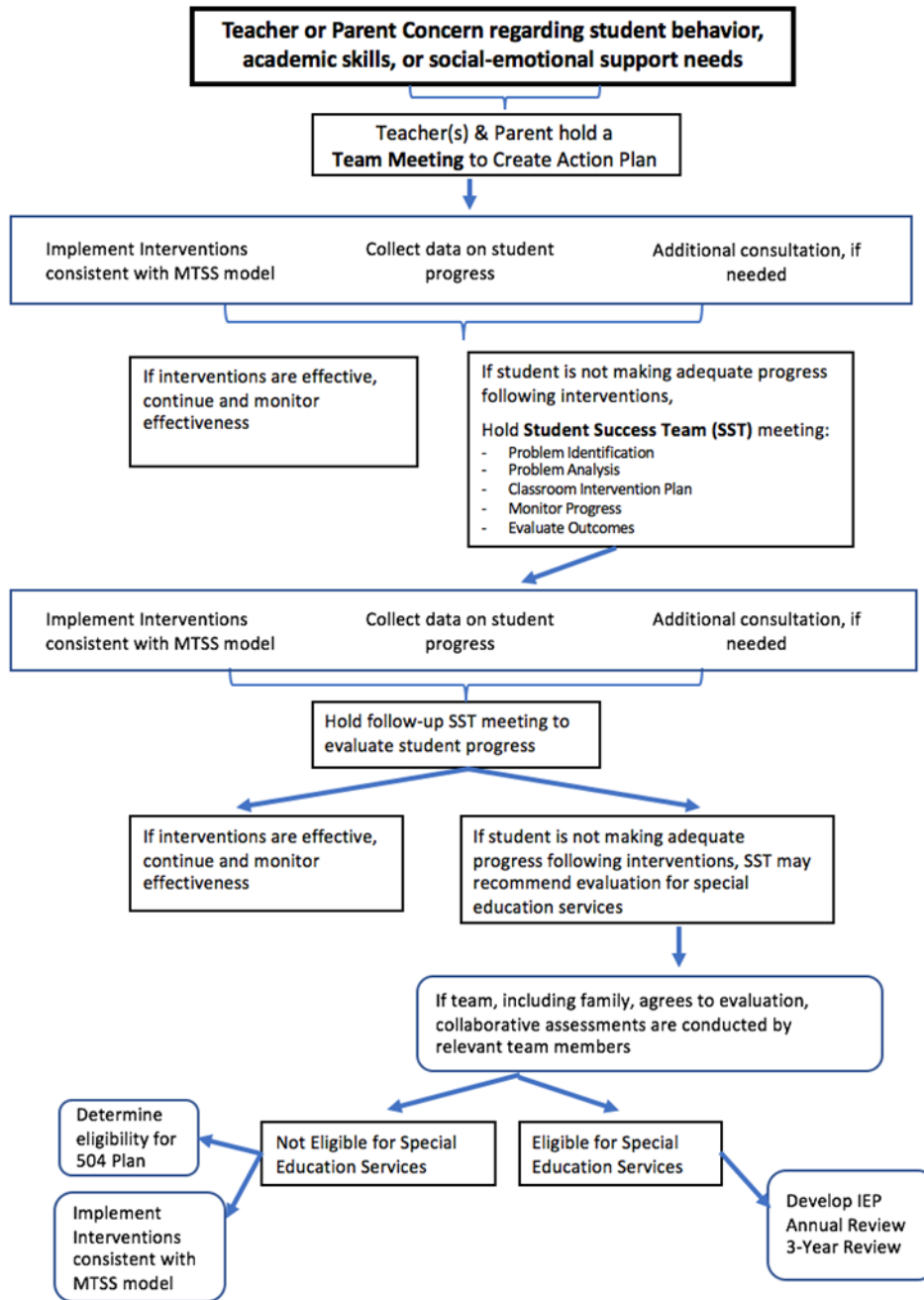
⁶⁵ Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2016). Improving learning for all students through equity-based inclusive reform practices: Effectiveness of a fully integrated schoolwide model on student reading and math achievement. *Remedial and Special Education*.; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34(6), 323-332.; Woodman, A. C., Smith, L. E., Greenberg, J. S., & Mailick, M. R. (2016). Contextual factors predict patterns of change in functioning over 10 years among adolescents and adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 46(1), 176-189.

before or after school during intervention periods. Paraprofessional support is provided to meet the needs of students who are not able to independently and/or safely navigate the campus. These paraprofessionals also provide customized support, under the direction of credentialed teachers and according to the requirements of each student's IEP, throughout the day, and are valuable members of the team.

All students who attend CHIME SCS are provided an educational program tailored to meet his/her educational needs. The following decision rules guide the planning process for those who require additional educational supports:

Students whose educational needs emerge *after enrolling* at CHIME are the focus of a meeting between the teachers and the parent/guardian. During that meeting the specifics of the concern are discussed and options for intervention are explored. If necessary, the team may determine that a consultant should be included in further discussions. Consultants can come from the school staff or individuals from the community. At this point discussions may determine that no further action be taken. However, if further assistance is necessary the case is referred to the Student Success Team (SST).

The SST is charged with the task of understanding the education and/or behavior issue; and working with the teachers, family members, and child to create an intervention plan that addresses the problem. Over the course of a specified time the plan is monitored and evaluated. On the basis of the evaluation the SST, teachers, and parents determine if further action needs to be taken. At this point one of three actions may take place; 1) the plan was effective and all parties agree that no further action is necessary; 2) the intervention plan needs revision and the SST, teachers, parents and child engage in that new plan; or 3) the plan(s) were ineffective, it is determined that the child would benefit from additional educational services, and the child is then referred to determine eligibility for special education services. The following flow chart might help clarify the pre-referral and referral process when dealing with students who present particular learning and/or behavioral challenges but have not been already been identified as requiring special education services.



Parents, Guardians and Family Members are involved in the entire process of referral, placement, program planning/implementation, and program evaluation. Parents are considered integral partners in the overall operation of the school as well in the planning and implementing of their child's educational program. Parental rights to due process are no exception. They are considered active partners in the planning/implementing and evaluating the educational progress of their child. CHIME complies with all Federal, State, and local special education mandates. Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement or services that may occur, and be invited, along with teachers, to conferences and meetings to develop IEPs. Parents have the right to initiate a due process

hearing to challenge a decision regarding the identification, evaluation or educational placement of their child.

Inclusion model: CHIME is premised on an inclusive model for the education of all children. Students with disabilities are educated using the best practices orientation. They receive educational programs in classrooms with their peers who do not have disabilities. Supports that are necessary for implementing their IEPs are provided within the context of those classrooms, i.e. the services come to the students and are provided in the natural flow of the classroom regimen. The implementation of the IEPs are a function of both the general and special education teachers, para-educators, and DIS personnel. Each of these individuals is fully certified and qualified to deliver the very best educational program. The implementation of students' IEPs are provided within the context of the classroom or other contexts as determined by the IEP team.

Related services, such as language and speech or occupational therapy, are provided through an integrated model in which the service provider not only provides direct, contextually-based services, but also emphasizes the training and consultation with all team members supporting a student to ensure that strategies and tools are implemented consistently throughout a student's school day. Related Services are implemented in a manner reflective of the student's IEP goals. We expect to provide a Language and Speech Pathologist and an Occupational Therapist 4-5 days per week. With this extensive involvement in the school, these therapists are able to participate as full staff members on school committees and enrich the learning experience of all students by teaching class-wide lessons, leading stations within classes, and supporting curriculum implementation.

Paraprofessional supports provide additional critical classroom support for all students, and may provide additional individualized support to students as needed. CHIME has developed a rigorous hiring process and training program for paraprofessionals in an effort to minimize turnover (most paraprofessionals are current university students). Through a thorough orientation and training program, as well as mentorship and direction from general and special education teachers, we aim to treat our paraprofessionals as valued educational professionals and help them develop their own skills and careers in education.

75. ENGLISH LEARNERS

PROCESS FOR IDENTIFYING ELS

The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing.

CHIME adheres to all applicable state and federal laws and regulations with respect to serving students who are ELs. CHIME SCS has an EL Master Plan that is submitted to LAUSD annually. In order to identify students who are ELs in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or

she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at CHIME.

The ELD Coordinator assesses English language proficiency of all currently enrolled ELs in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. CHIME staff notifies parents of the school’s responsibility to conduct ELPAC testing and inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor. Based on the ELPAC score results a determination by school staff is made as to whether to classify a student as an English Learner.

Students are monitored in conjunction with the four Performance Level Descriptors (PLDs) approved by the State Board of Education:⁶⁶

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.

⁶⁶ Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the new ELPAC: <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>

2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Parents are notified of their rights and their child’s ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

For EL students with ELD levels 1-4, we focus instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Two key components supporting our ELs are identification and support from paraprofessionals and contracted service providers. Paraprofessionals and contracted service providers support EL students by helping them develop context for and mastery of Cognitive Academic Language Proficiency skills in their academic subjects. They do this by offering additional re-teaching in small group or individual support sessions in the general education classroom. ELD goals are developed in students’ EL plan and monitored by classroom teachers, grade-level planning teams, EL Coordinator, division principals and the Director of Curriculum and Instruction on an ongoing basis. Newcomer students’ specific needs are assessed by the initial ELPAC, which CHIME administers within mandated timelines. CHIME teachers are trained in the use of strategies such as SDAIE to support ELs throughout instructional delivery and differentiated practice.

HOW THE PROGRAM WILL MEET THE NEW STATE STANDARDS AND USE THE RESULTS OF THE ELPAC

CHIME SCS bases its English Learner support program on the 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, were replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, CHIME teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. Our EL Coordinator (a designated teacher) will partner with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios. If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

SERVICES AND SUPPORTS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. CHIME uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

CHIME provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

CHIME's core content courses use the California Department of Education's English Language Development standards to inform curriculum and lesson planning. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction takes place in English; on occasion, targeted language support may be provided to students by certificated teachers who are bilingual. Exposing students to experiences in a variety of learning modalities – kinesthetic, auditory, and visual – that correspond to the subject matter and grade level curriculum and that provide structured, explicit language instruction enhances language acquisition.

Examples of instructional strategies that may be employed to support our EL students include:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during tutoring
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas

- Extended time for literacy (reading and writing) instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word Walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages to make the connection between various languages, physical objects, and the English words for those objects.
- Books on tape
- In-school tutoring to meet students' academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Systematic writing and grammar instruction
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during tutoring
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

All students identified as ELs participate in dedicated ELD instruction weekly.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

The Principals at CHIME SCS are responsible for ensuring the quality and success of all instructional programs, and report to the Executive Director, who in turn reports to the Board monthly on progress towards academic goals, including serving EL students. The Principals conduct regular observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Principals work with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our ELs to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

The Board and school leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. CHIME SCS also establishes an English Learner Advisory Committee (ELAC) of parents when it enrolls more than 21 EL students. In response to the results achieved on these assessments and feedback, CHIME identifies program areas of needed improvement and allocates resources accordingly in the annual LCAP. The ELAC is instrumental in advising school leaders on the efficacy of the EL program and recommending changes, as needed, and recommending resource allocations. Through professional development, the teaching staff continuously reviews the efficacy of the EL program, looking at both whole school and grade-level data, and through one-on-one teacher coaching. As needed, curricular resources used may

be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted intervention.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

CHIME monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews EL portfolios at the end of each quarterly reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principals to work with the EL Coordinator and classroom teachers to carry out the EL Master Plan. The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the CHIME Student Information System (PowerSchool), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level. Parents are notified by the school about the school's reclassification decision in advance and provided with all applicable information for the decision. Parents are invited to submit their opinion about reclassification of their child as well and can at any time request a meeting with teachers and staff to discuss the reclassification decision and voice their input.

CHIME continues to use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development
 - a. Overall Summative ELPAC scores of 3 or 4 are considered for reclassification
 - b. CAASPP ELA scores of 3 or 4 (“meets or exceeds standard”) are considered for reclassification (grades 3-8)
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

As led by the CDE’s continued effort to provide LEAs with guidance, CHIME will refer to any additional reclassification criteria as advised.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the EL coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student moves forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, principal, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals and consults with the parent for their input. If a student has satisfied all of these requirements, the student is recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file is updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

Once students reclassify, they are recognized school-wide, and parents and community members are invited to acknowledge their academic progress.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS

In order to meet the individual needs of each EL, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC are provided supplemental English Instruction provided continually throughout the year by the general education teacher, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. Teachers in partnership with the EL Coordinator maintain EL folders in each classroom. These folders contain plans, students’ data, and evidence of student progress. The folders are reviewed by the teachers and EL Coordinator continually throughout the year. The goal is to ensure a quality instructional program that enables ELs to attain English

proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that CHIME provides for all students.

Students are monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide CHIME teachers as they provide ELs with targeted instruction in ELD as well as differentiated instruction in academic content areas⁶⁷:

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- Overall Proficiency: A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- Early Stages: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- Exit Stages: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level;

⁶⁷ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). CHIME sets a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process which is to meet or exceed the District's EL reclassification rate. The EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of ELs toward mastery of the CA ELD standards. The testing coordinator continues to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) When LTELs enroll at CHIME, or students are classified as LTELs after enrolling at CHIME, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward.

Because the programs at CHIME SCS are highly individualized, the specific needs of LTELs are readily identified and addressed. LTELs, which comprise of one student (1%) of the total EL population at CHIME SCS, participate in ELD in which their academic language and specific academic vocabulary and language structures are developed. Other options may be explored to support our LTELs including enrolling in ESL classes or using computer programs to support language acquisition. Because the needs of LTELs are varied, we work with our ELD Coordinator and classroom teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. CHIME prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students and families are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

76. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Gifted or High Achieving students are identified by standardized test scores, interim assessment scores, portfolios, and informal assessments. Students in grades TK/K-8 who teachers feel meet the LAUSD criteria for Gifted and Talented based on school performance, classroom assessments, and state testing are tested for identification using the LAUSD testing and identification process. The criteria CHIME SCS uses to identify students who are gifted and talented is the same criteria used in LAUSD as CHIME SCS partners with the district to assess students for GATE at CHIME SCS. Subsequently once children have been identified, team

meetings will be held for those students to develop Individual Enrichment plans, where teachers determine what kinds of extension activities are offered, what skills students develop further, and how these skills are assessed. Extension activities are integrated into daily routines, and are offered to any student, regardless of their eligibility for GATE. Depth, complexity, novelty, acceleration, and a tiered curriculum are all integral components of the "universally designed" approach to teaching, and the "Kaplan depth and complexity icons" are incorporated into all classrooms TK-8 to support the teaching of critical and analytical thinking skills to all students especially those identified as Gifted and Talented. These approaches as well as strategies such as the development of expertise in areas of interest, the use of novelty, and the incorporation of depth and complexity are integrated into daily routines as well as into curricular units of study when teachers create Individual Enrichment plans for differentiation for students who are Gifted and Talented.

The Principals monitor the progress of all gifted/high achieving students through regular data reviews and ongoing meetings with faculty; the Principals also serve as the Charter School's designee for gifted/talented questions and programming.

77. STUDENTS ACHIEVING BELOW GRADE LEVEL

CHIME SCS uses a variety of data points to determine when students are performing below grade level including state testing, SBAC interim assessments, IWT data, teacher observation and student work samples. Students who consistently demonstrate on these data points that they are not achieving at grade level standards are considered to be achieving below grade level. Strategies to support students achieving below grade level include graphic organizers, hands-on activities, small group instruction, and station teaching. Ongoing assessment within the classroom allows teachers to differentiate their curriculum and provide systematic instruction to build student skills to support students in progressing toward grade level standards. Classroom lessons are Universally Designed to meet the needs of students at all academic levels. Students are also provided with re-teaching opportunities. Students' standardized test scores and interim assessment scores are evaluated by teachers to determine exactly where the students are struggling in math and language arts, and strategies are tailored to meet the needs in individual students. Students who are identified as achieving below grade level are identified through standardized test scores, interim assessment scores, portfolios, teacher created assessments, benchmark assessments, and informal assessments. Subgroup progress is monitored by all general and special education teachers on an ongoing basis.

MTSS approaches are used within the school day, as well as opportunities for additional support before and after school for struggling students. Team meetings to review Individualized Instruction Plans for students achieving below grade levels occur yearly, with SST referrals for students who continue to make insufficient progress following team meetings and minimal interventions by the teachers. Students may also be recommended to attend our before-school reading lab and/or after school math lab developed in conjunction with teachers and faculty at CSUN.

The Principals serve as the Charter School's designee for monitoring the progress of students achieving below grade level.

78. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

At the beginning of the year, a Federal Income Survey is obtained from all CHIME SCS students. All surveys are then reviewed by CHIME staff to determine those students who qualify as students who are eligible for free or reduced priced lunch. In accordance with state guidelines these students are then considered students from a low socio-economic background. Students of low socio-economic status who are also achieving below grade level may receive targeted academic support in the after school program at no cost. The Principals monitor the progress of all Socioeconomically disadvantaged students through regular data reviews and ongoing meetings with faculty, just as they monitor all other subgroups' progress.

The school provides support for families who are Socioeconomically Disadvantaged in a variety of ways. CHIME partners with New Era foods to provide an approved Federal Free and Reduce Lunch program offering breakfast and lunch to daily. Items such as school supplies, dress code items and gym clothes are provided by the school as needed.

A wide variety of after school enrichment opportunities (music, sports, chess, etc.) are available to everyone regardless of socioeconomic status. Enrichment experiences are also provided to all students during the school day in the form of field trips, guest speakers, and performances in all grade levels.

79. STUDENTS WITH DISABILITIES

Please see DRL regarding Students with Disabilities at the beginning of Element 1.

80. STUDENTS IN OTHER SUBGROUPS

As an inclusive learning community, CHIME offers a variety of support for students with extraordinary needs, such as foster and homeless youth. Specifically, upon enrollment guardians of Foster Youth are asked to identify their children as such during the enrollment process; in addition, the school coordinates with the child's social worker to establish their Foster care status. Enrollment forms include questions about housing and homelessness and families are also provided with periodic surveys, which allow them to update their homeless status if and when it changes. Our extensive intervention program provides several levels of guidance depending on the need of the student. As needed referrals will be made to outside services to support students and families with crisis needs.

The Principals serve as the Charter School's Homeless Liaison and Foster Youth Liaison, responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals.

A TYPICAL DAY

A typical day at CHIME SCS starts in the morning with students arriving early, being greeted at the gates by paraprofessionals ready to engage them in indoor and outdoor activities. Younger students often arrive with their parents, and parents are welcomed onto the campus. Paraprofessionals assist students with and without special needs, and coordinate activities that

students of all abilities can participate in. Office staff welcomes families and assists them with their needs. The principal is walking around the campus engaging in conversations with students and families, while monitoring the campus. All students feel welcome. In the morning, students are socializing, playing on the play structure, playing basketball, and getting ready for the day to begin. While paraprofessionals are monitoring the campus, teachers are planning thematic units in grade level teams. General Educators and Special Educators are co-planning lessons together to meet the needs of all students. The bell rings for the 6th – 8th graders, and teachers happily greet students at the door to come into Hometeam - a brief 20 minute period with a consistent teacher each day in which students review announcements, current events, and prepare for their academic classes. Soon after, the bells rings for 1st – 5th graders, and then for Kindergarteners. In the classes, students go over what activities will occur at school, including upcoming events. Academic classes begin, where students can be seen engaging in a variety of hands-on activities inside and outside of the classroom. Teachers utilize the outdoors for academic classes as well as Physical Education. Students are playing music in the auditorium, creating in art class, and completing experiments in the outdoor classroom. Students may be seen writing poetry, measuring doors and buildings for math, engaging in “Robot Wars” for Science, and reenacting a Civil War battle through a game of flag football. Students are actively learning in all classes from a wide variety of teaching strategies and methods. At different times, students gather together to eat their lunch and maybe stop by the Student Store for a bite to eat. No one is excluded, as students of all abilities sit together to share stories and eat. Paraprofessionals are monitoring all areas of the campus, and are there to assist all students with any concern or challenge. Paraprofessionals and teachers are catching students being good, and praising them for good behavior. During lunch, students are found going into a variety of lunch clubs or engaging in physical activity monitored by P.E. coaches or paraprofessionals. Students also stop by to get additional help from teachers. After lunch, the 6th – 8th graders go into their Enrichment courses, where they can be seen creating art, playing music, role playing in drama, taking pictures for the yearbook, speaking Spanish, and engaging in Science labs. Kindergarten is excused first, and are monitored in the Kindergarten play area until they are picked up or go into an after school program. At the end of the day, all teachers go into debriefing while they discuss successes and challenges of the day. Students that remain on campus go into homework club, drama, band, afterschool sports or one of the many enrichment courses offered on campus. The day was fulfilling and engaging for all, and everyone felt supported.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES ARE MEASURED

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(C)(5)(A)(ii)*.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(C)(5)(A)(ii)*.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT TARGETS

All students demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220. As an inclusion model school, it is important to note that in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes are explicitly defined for each grade level in alignment with state standards, these are adjusted according to students' individual abilities and developmental levels.

Teachers conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies and science). The Curriculum and Instruction Committee, in collaboration with CSUN faculty, adapts the model and observation instruments for students with more significant disabilities.

Student learning profiles and informal academic assessments are then used to develop Individual Education Programs (IEPs) for students eligible for special education services, and to develop specific plans for student differentiation for other students. The individualized plans are the responsibility of both the general education teacher and special education teachers and are developed in partnership at grade level planning meetings and monthly IWT data tracking meetings. Students play an active role in identifying specific goals related to areas of strength as well as areas of weakness. The IEP process and content for students with disabilities conforms to all State and Federal regulations. IEPs include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

Over the course of the year, portfolios are used to assess student progress in all curriculum areas. Each student develops both a Working Portfolio and a Showcase Portfolio. The Working Portfolio includes work samples collected throughout the year on identical or parallel assignments to show progress toward educational goals. The Showcase Portfolio contains samples of each student's best work. Both types of portfolios contain student-selected work samples and student reflections on their own work.

The Curriculum and Instruction Committee, made up of the administrative team (Principal, Dean of Students, etc.) and teacher from each grade level, works with teaching teams to refine curriculum-based assessments in each core academic area, as well as alternate assessments including performance assessments and portfolios. Effective rubrics are implemented which are general-purpose or subject specific. Rubrics are clear, understandable, valid, reliable, and "user friendly." Rubrics provide a picture of clear performance levels and comprehensive criteria for

each level, and include distinguishing criteria that clearly differentiates each performance level. In general, rubrics are an overall scoring system for performance. Non-standardized assessment measures and rubrics are evaluated and revised, as needed, on an annual basis.

Textbook assessments are another tool to measure pupil progress towards grade level standards, as are classroom-based tests, quizzes, and homework assignments. Assessment tools also include project based assignments, teacher observation/narratives, student and parent surveys, and graduation/attendance rates.

Teachers and administration are involved in progress monitoring of student achievement throughout the year. Periodic curriculum assessments, interim “IAB” assessment given quarterly and annual SBAC assessment data is used to measure progress toward academic goals and state standards. Progress toward standards are measured against expected levels of achievement at the given time of the academic year as well as absolute progress toward the annual academic goal and grade level standard. Based on student needs and proficiency level instruction is modified to support student progress and mastery of academic goals.

Students present their Showcase Portfolios to family members through a “Student-Led Conference” format, in which the portfolio is used as a tool for communicating achievements in each curriculum area.

Artifacts illustrating progress towards their individual goals are included in each student’s portfolio, and students, family members, and teachers use artifacts to determine whether the student has met each goal.

Students with moderate to severe needs who are on the alternative curriculum are also actively assessed throughout the school year. Teachers are monitoring their goals and progress by ongoing data collection, teacher-made assignments, and performance rubrics designed around their specific IEP goals and the functional aspects of the Common Core State Standards. In addition, students on the alternative curriculum also participate in the California Alternative Assessment exam on an annual basis.

DATA ANALYSIS AND REPORTING

CHIME SCS uses Powerschool as our Student Information System. Powerschool is a fully integrated, web-based, cross-platform student information system. PowerSchool integrates and automates critical functions like attendance, complex scheduling, classroom grading, and reporting. PowerSchool gives parents the ability to stay on top of student progress-with email updates, and online access to schedules, grades, homework, attendance information, and teacher comments.

The Executive Director, Principals and faculty, also using the tools listed above, monitor and support the academic achievement and psychological well-being of the students, with the Board of Directors ultimately responsible for the school’s achievement. As stated previously, the Executive Director is held accountable to the Board of Directors for student outcomes. The

Executive Director and Principals are also held accountable to the Board of Directors with the Board bearing the ultimate responsibility.

As noted throughout Element 1, individual student progress is tracked using a variety of systems including our SBAC interim assessment data, pre-assessments, unit quizzes and tests, teacher created assessments, exit tickets, reteach, teacher observation, and student work samples. This data is reviewed and discussed at grade level and department meetings, team meetings and parent conferences on specific students, planning -sessions, and as a focus during professional development. Highly-qualified educational support personnel (RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Psychologists, Physical Therapist, Occupational Therapist) support our data-driven, differentiated model of instruction. Our collaborative teaching model ensures that all students receive personalized support within our inclusive classrooms, and as needed, extra support.

The Administrative leadership collects and synthesizes schoolwide and grade level data together with teachers as well as conducting a separate analysis among the administrative team to examine the instructional program from a big picture perspective. On an annual basis, specific annual goals such as those set in the LCAP are evaluated and new goals are set based on data. This analysis allows the administrators to determine professional development, determine needed refinement of the instructional program, intervention, and to determine adequacy of curricula, and to utilize as a component of teacher evaluation. CHIME administrative staff analyze the SBAC data looking for growth patterns or areas of challenge for the school as a whole and per statistically significant subgroups. This analysis influences decisions regarding professional development and areas of emphasis instructionally each school year. This schoolwide data is also shared to various stakeholder groups through the Leadership Committee, CHIME Board meetings, teacher meetings and professional development and CHIME Community Association meetings. This data is used by stakeholder groups to provide input on the LCAP goal development process through a variety of informational meetings and stakeholder surveys.

Additional methods to measure pupil outcomes include student led conferences held at the beginning of the year in October. CHIME SCS families attend a conference led by their child. The student presents goals that they want to achieve by the end of the school year, as well as giving an overview of their academic plan for the year. At the end of the year in June, CHIME SCS families return for student led portfolio conferences. Students collect work from all of their academic classes and present this work to their families and discuss goal achievement.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grading/Progress Reporting

Teachers formally report student progress to parents quarterly using progress reports. Teachers conduct parent conferences mid-year to discuss their child's progress personally with his or her teacher. During the summer prior and into the first month of the school's operation, the Principal works collaboratively with the instructional team to design the instrument, policies and procedures that are used to report student progress. All instructional staff receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement is evaluated against state standards and the school's stated outcomes and reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, (i.e. 1-4) teachers include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child's parent by phone before March 1 of the current year. Students may be considered as not making adequate progress if they are consistently within the bottom 1% of student performance for their class, have shown significant resistance to attempted intervention, and no other reasonable explanation for this performance can be identified (e.g. chronic absence, identification of a disability, etc.). Before March 1 of the current year, the child's teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable; however, parent consent is not required to implement a retention decision made by school administration. A parent may appeal a retention or promotion decision in writing within five calendar days of being informed regarding the retention decision. The request for appeal must be provided to the Executive Director and must include the reason(s) why the parents believe the decision is incorrect. Per California Ed. Code 48070.5(f) the burden shall be on the appealing party to show why the decision should be overruled. The Executive Director will conduct a fair and thorough review of the appeal and render a decision regarding retention or promotion. The decision regarding the appeal by the Executive Director is final.

After intensive interventions have been implemented including Tier 2 and 3 MTSS interventions and if appropriate before or afterschool reading interventions, and the results documented, a collaborative decision to retain may be made. As needed, the Coordinated Services Team will convene a meeting to determine whether assessment for special education services is needed.

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. This retention folder would include: Parent notification letters (Fall/Spring), End of the School Year promotion/Retention determination letter, and if applicable a Justification for Promotion letter. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

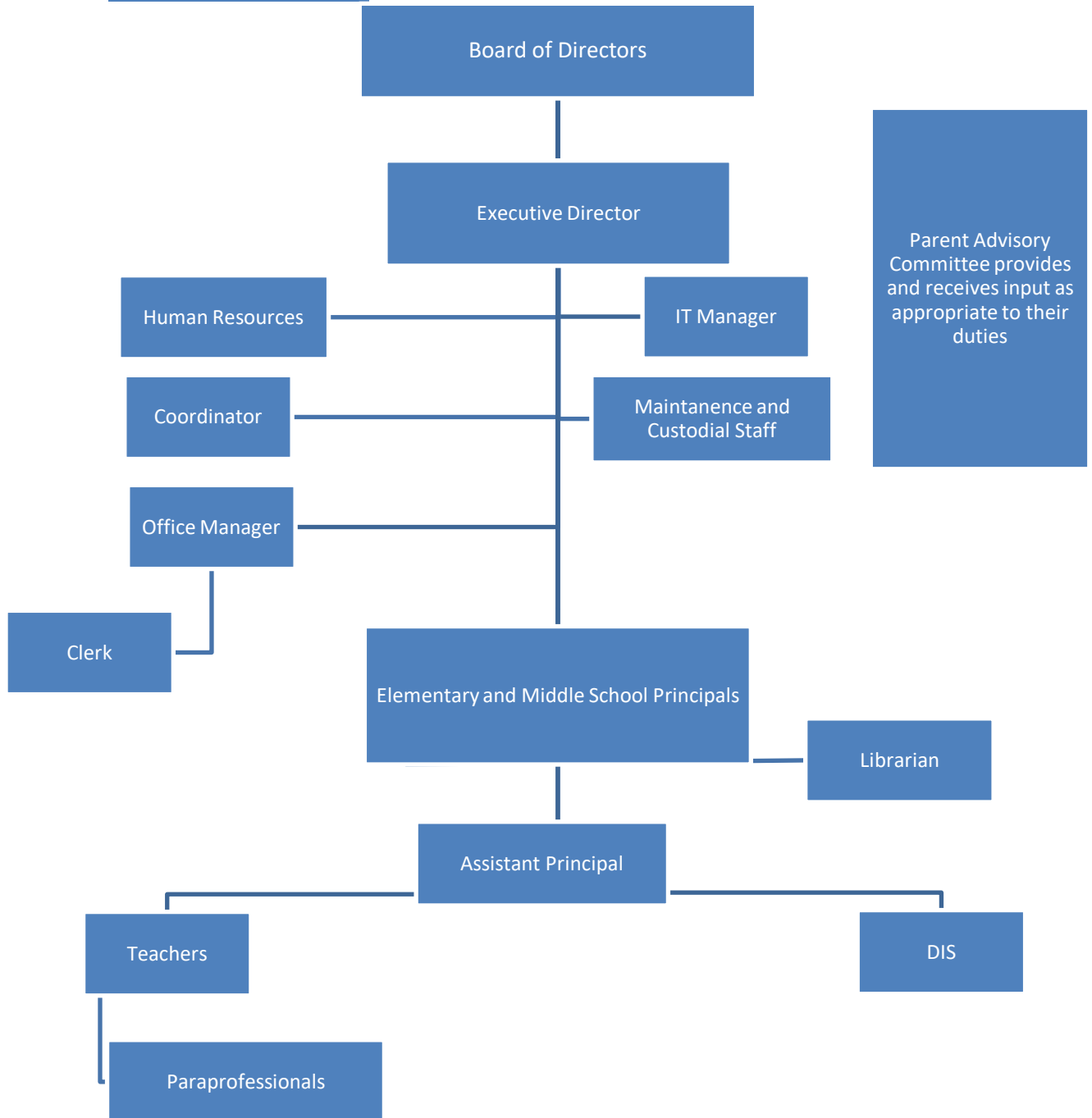
FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

A. GOVERNANCE STRUCTURE

As an inclusive school community, CHIME values collaborative decision-making. CHIME SCS is governed in a manner that ensures staff and families have input in key decision-making. CHIME SCS is governed by the CHIME Institute Board of Directors, which maintains active and effective governance in accordance with the CHIME SCS charter petition and the CHIME Institute adopted corporate bylaws that shall be consistent with the terms of this charter.

1. ORGANIZATIONAL CHART



2. MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

CHIME Institute is a private, nonprofit corporation established in the State of California in 1990 under the guidelines set forth by the state. The CHIME Institute is organized as a 501(c)(3) tax-exempt nonprofit corporation whose purpose is to establish and maintain educational programs for children and their families in community settings. The CHIME Institute operates, in addition to CHIME SCS, an Infant/Toddler program for children who have disabilities or are at risk for disabilities or developmental delay, and an inclusion program for preschool and kindergarten age children with disabilities, which is certified as a Nonpublic Agency for providing special education services in California. The operation of the Early Childhood programs is overseen by separate Executive Directors, with all budgeting and oversight completed and reported separately as distinct programs.

The CHIME Institute operates in a partnership with California State University, Northridge (CSUN). This partnership, based on a Memorandum of Understanding, delineates that educational programs operate as a professional development school for preparing teachers and other school personnel and for research on relevant educational issues. CHIME and CSUN co-fund a liaison position to facilitate the partnership between the two organizations. Both parties fund 1.5 semester units of this position each semester (fall and spring). The activities/responsibilities and compensation conforms to conflict of interest laws and there is no co-mingling of funds between the Charter School and CSUN in this regard. CSUN bills CHIME for their portion of the liaison position once per semester. For this reason, CSUN faculty is represented on the Board of Directors. Notwithstanding this arrangement, CHIME SCS is a fully independent and independently operated 501(c)(3) separate and distinct from California State University, Northridge and its affiliated entities.

The Board of Directors is fully responsible for the operation and fiscal affairs of CHIME including but not limited to the following:

- Ensure CHIME meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Engage in ongoing strategic planning;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of CHIME in accordance with applicable laws and the receipt of grants and donations consistent with the mission of CHIME;
- Approve all contractual agreements in excess of \$5,000;
- Approve and monitor CHIME SCS's annual budget, budget revisions, and monthly cash flow statements and ensure compliance with all fiscal policies;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support CHIME;
- Execute all applicable responsibilities provided for in the California Corporations

Code;

- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel to take action on recommended student expulsions as needed.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with any law, this charter or the purposes for which CHIME is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and, in accordance with Corporations Code Section 5210, the Board may delegate the management of the activities of the corporation -- with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies -- to “any person or persons, management company, or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board.” Such delegation will:

- Be in writing;
- Specify the individual(s) or entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

LEAD STAFF

Reporting to the Board of Directors, the Executive Director is responsible for the operational and fiscal vitality/sustainability of CHIME while ensuring that strong internal/external communication efforts are executed clearly and efficiently.

The Principal serves as the educational leader who spearheads the development of the school’s curriculum and culture. The Principal is responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the school, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students.

Complete job descriptions for the Executive Director and Principal are included in Element 5, below.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

3.

4. COMPOSITION OF THE BOARD

The Chime Institute Board of Directors is composed of 7-17 members:

The Board seeks to attract a diverse Board with a wide variety of skills, interests, and backgrounds to enrich our organization. The Board also seeks to intentionally recruit from certain backgrounds that will particular expertise to CHIME SCS and our educational

philosophy. With that in mind the Board seeks to recruit a portion of its total membership as follows:

- at least 1 parent of a child with an identified disability and under the age of 18;
- at least 1 parent with a child without an identified disability and under the age of 18;
- at least 1 California State University, Northridge faculty member;
- at least 1 holder of an advanced degree in Special Education or a comparable field;
- at least 1 community member;
- additional member as deemed appropriate by the Board; and
- a representative of the chartering authority in which the corporation operates a school.

Further, the Board makes strives to assure that its membership reflects the ethnic and cultural diversity of the families it serves.

The directors include but are not limited to members with expertise in education, law, finance, non-profit management, and more. Each member of the Board must demonstrate: dedication to education, professional expertise in an area of need/relevance to CHIME's operations, service to the community, and ability to support the vision and mission of CHIME. Board terms are renewable upon mutual consent between the Board and the director by a vote of the Board. The terms of the initial Board of Directors were staggered, and current directors are appointed for a term of two (2) years.

Subsequent Board members can be nominated by any member of the community and elected by a simple majority of current Board members. Although not required, the Board strives to maintain an odd number of Directors for voting purposes. In accordance with its Bylaws, the Board appoints new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

If the District chooses to appoint a director to the CHIME Board, CHIME may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CHIME complies with conflict of interest laws related to public entities including Govt. Code 1090 as set forth in Education Code Section 47604.1, and the Political Reform Act.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board of Directors meets at least monthly during the school year, within the boundaries of Los Angeles County and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and comply with all of the provisions of the Brown Act. At an annual meeting the Board sets the calendar for upcoming Board meetings for the year and publish the schedule via the school's website and newsletter. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the CHIME SCS campus, at the entrance of the CHIME main office, and on the CHIME website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting.

The Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

A majority of the authorized number of directors constitutes a quorum and all decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors then in office, present at a meeting duly held, at which a quorum is present, is an act of the board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of Los Angeles County, that all votes are taken by roll call, and other proscribed requirements for teleconference participation are met, as detailed in the Bylaws and required by the Brown Act. In accordance with Education Code 47604.1(c)(3)(B), a two-way teleconference location shall be established at the Charter School site.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws, applicable law including SB 126, and the approved charter petitions, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals. Committee meetings are held in accordance with the Brown Act, as required. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

STAKEHOLDER INVOLVMENT

CHIME SCS welcomes and relies on its partnerships with families. We strongly believe that cultivation of each individual voice within a community leads to inclusion of and respect for differences and multiple perspectives. All parents are encouraged to become members of committees, volunteer, and attend school events. The Charter School will hold new parent orientations in the spring after each lottery and at the beginning of each school year to welcome them as parents and encourage participation in our community. Our CHIME Community Association will also make formal overtures to parents via monthly meetings, emails, fliers, and text message communications to encourage participation in community events, committees and volunteer opportunities. In addition, the school website will be used in stakeholder involvement by acting as a central hub for parent facing information including the school calendar, parent handbook, school event reminders, public notices, school board information, information about parent education events as well as links to important regulatory postings.

Advisory Committees

In addition to parent representatives on the CHIME Board, Advisory Committees are established as needed to advise and assist the Board of Directors, and to provide opportunities for participation by a broad spectrum of stakeholders in the governance process. Currently, CHIME has an active Leadership Committee, with a Curriculum and Instruction Committee constituted as needed. Teachers, staff and parents are invited to join CHIME Advisory Committees. The Board of Directors receive a report from each Committee on a regular basis.

All committees include family and teacher/staff representatives. The chairperson of each committee is responsible for convening meetings at times when most, if not all, the members of the committee can meet for conducting the committee meetings, and for reporting the outcome or progress of the meetings to the CHIME Board of Directors. Decisions and outcomes resulting from school committee meetings are shared with parents and staff via newsletters and school community meetings.

Leadership Committee:

The Leadership Committee makes recommendations to the Board regarding budget, personnel and facilities, and has a lead role in the annual LCAP planning and review process. This Committee helps with fundraising including grant writing as well. The Leadership Committee also conducts a series of meetings throughout the year to facilitate feedback and input on CHIME SCS's LCAP plan and annual updates. The Leadership Committee schedules meetings with the Parent Association, holds open public meetings for all interested stakeholders, meets with teaching staff and classified staff, and collaborates with CHIME SCS's Board to develop and update CHIME SCS's annual LCAP and Single Plan for Student Achievement, fulfilling the role of a School Site Council.

Curriculum and Instruction Committee:

The Curriculum and Instruction Committee, as needed, works collaboratively with the Executive Director and Principals to make recommendations to the Board regarding the curriculum, instructional program, assessment of educational outcomes, and program evaluation.

CHIME SCS Community Association:

The Chime SCS Community Association is a pivotal link in parent involvement and community involvement. Specific tasks may include but not be limited to the following:

- Coordinates community activities and parent forums;
- Coordinates participation of business partners and student mentors;
- Prepares parents to assume Committee responsibilities;
- Organizes parent volunteer hours (which are encouraged but never required as a condition of admission or enrollment);
- Organizes and promotes fundraising efforts;
- Coordinates parent volunteers with extra-curricular activities;
- Schedules and coordinates parent education activities.

CHIME SCS's Community Association meets on the first Tuesday of every month. All parents at CHIME SCS are members of the Community Association. Participation in events is solicited and encouraged. The Association has several officers who run the monthly meetings and run various Association events for the year. Positions on the Association Board are open to all parents and open nominations are taken from the floor at the final meeting of each school year in June. A vote of the assembled members of the Association at the June meeting comprise the voting members for the Association Board elections. At the monthly meetings both the principal and a teacher liaison provide support, information, and transfer information to the appropriate staff members and community. The Association taps into the needs of our classrooms, and provide assistance and support to enrich our school community. One activity that the

Association engages in is conducting a needs assessment among CHIME SCS's teachers, and fundraising to help reach those goals.

Home/School Communication:

- Orientation for new families to clarify the goals and mission of the school, educational approach, and guidelines for parent participation.
- Home-school agreement detailing family and school responsibilities including the obligation to embrace the school's vision of an inclusive and fully accessible learning community;
- Student/Parent Handbook providing information about the school's mission, vision, goals and educational program, as well as parent expectations regarding students' attendance, behavior, homework completion, etc.
- Volunteer workshops for families who work in classrooms directly supporting students. Workshops are designed and implemented to support families and other volunteers to effectively provide assistance in classrooms.
- Family education forums where families can learn more about best practices in education, including inclusive accessible education, individual differences represented by students in the school population, educational approaches used in the classrooms, and strategies for supporting students' learning at home and in the community.
- Additionally, Parent/Community Information includes events such as Back to School Picnic, Back to School Night, Middle School Night, East Coast Trip, Suicide Awareness, Open House, Screenagers, and Coffee with the Principal. Examples of parent workshop topics include: Social Emotional Learning – Supporting and Teaching Resilience
- Promoting Students' Independence and Responsibility
- Talking to Students About Disability
- Supporting Common Core Math at Home
- Supporting Emerging Literacy Skills at Home

The **English Learner Advisory Committee (ELAC)** is charged with providing recommendations to the Principal regarding programs and services for EL students. Recommendations are based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the Leadership Committee in the LCAP and Single Plan for Student Achievement. ELAC membership includes: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC advises the Principal and staff on services and programs for ELs. The ELAC participates in EL goal setting and evaluation of achievement and needs (including the LCAP).

The Charter School encourages teachers, staff and administrators to participate in the Charter School's governance processes and welcomes all staff to attend meetings of the Board. The **Curriculum Council**, a group of teachers that meets regularly to review, update and ensure cohesion in the Charter School's curriculum, also reports to the Board on an advisory basis. The Charter School encourages teachers, staff and administrators to collaborate in the ongoing process of reviewing and revising the Charter School's educational program. The Executive Director communicates regularly with teachers, staff and administrators to identify areas of focus as the Charter School prepares each annual update to the LCAP. These voices and perspectives are heard and valued as part of the LCAP process.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

A. EMPLOYEE POSITIONS

5.

Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. The comprehensive job descriptions and compensation structure are based on the job duties and work bases as outlined in individual employee contracts. CHIME SCS anticipates the following staff in the first year of operations (2021-22):

CHIME SCS Staff

Executive Director

IT Manager

Coordinator

ES Principal

MS Principal

Assistant Principal

Librarian

Teachers

Office Manager

Clerk

Maintenance & Custodial Staff

Designated Instruction and Services (DIS)
Paraprofessionals
Human Resources

QUALIFICATIONS OF EMPLOYEES

6. THE EXECUTIVE DIRECTOR

The Executive Director reports directly to the Board of Directors and supervises all Charter School operations in accordance with approved charters and Board policies. Serves as the leader of the CHIME Charter Schools and assumes responsibilities for the direction of the instructional program, the public image of the organization, and the operation of the school plant. Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and establishes administrative regulations as needed to manage the Charter School.

Qualifications and Experience:

(Required)

- An earned Master's Degree from accredited college or university.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record to quality education and creative approaches to program management, development and implementation.
- Demonstrated commitment to working with diverse students and families.
- Demonstrated knowledge of evidence based curriculum for grades K-12.
- At time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States.

Evidence of degree(s) required at the time of hire.

(Desired)

- A Teaching Credential or its equivalent
- An Administration Credential.
- Five years of full-time teaching service.

Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the CHIME Institute philosophy and approach to inclusive education.
- Knowledge of and ability to recognize and implement the impact of the CHIME Charter Petition(s), Personnel Handbook, and applicable state and federal laws and regulations.
- A commitment to CHIME's mission and vision and to working collaboratively with staff, parents and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Understanding of and sensibility towards a diverse, multi-cultural, all ability population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter school, the authorizing district, the state and federal agencies.

- Knowledge of evidence-based practice for K-12 curriculum, teaching and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and CHIME community/stakeholders: staff, faculty, parents, Board, CSUN, LAUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Ability to integrate CHIME Institute's vision in order to build on and develop its educational program.
- Entrepreneurial ability to manage change and be responsible to community needs.
- Ability to motivate and lead individuals and groups.
- Ability to develop knowledge of all CHIME Institute programs and to interface and share responsibilities with CHIME Institute's Early Education Program administrator.
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Major Job Responsibilities:

- Maintains the vision of CHIME Charter School and serves as the chief administrator of CHIME Charter Schools.
- Oversees adherence to the CHIME Institute philosophy and mission.
- Makes reports to the CHIME Board on all facets of Charter School operations; advises the Board on the need for new and/revised policies and makes policy recommendations based on data and input from stakeholders; collaborates with the Board in strategic planning and goal setting for the charter schools.
- Oversees and supports Charter School's Principals in implementing instructional programs, realizing student achievement goals and practicing inclusive education for grades TK-12.
- Serves as the point person with CSUN and other university/college partners; LAUSD, County, State and other governmental entities; and other community partners, ensuring effective communication and timely reporting.
- Ensures compliance at Charter School sites and through all operations with all applicable laws, regulations and District/County/State policies regarding public charter schools.
- Collaborates with the Executive Director of CHIME Early Education Programs for consistency and continuity of common goals.
- Oversees operating budgets, seeks and identifies sources of income and funding resources for Charter School.
- Provides leadership in information dissemination for Local, State, National and International educators and families.
- Community Outreach for Professional Development of Pre and In-service teachers.
- Attracts new resources to the Charter School.
- Other duties as assigned by the CHIME Board.

In Collaboration with CHIME SCS Principal, is Responsible for:

- Daily school operations and maintenance of facilities.
- Instructional program and student achievement.
- Operating Budget; Overseeing financial operations including state funding and reporting to state and sponsoring district.
- Evaluation of staff effectiveness.
- Guiding professional development for staff and faculty.
- Providing effective communication with the community, families and community partners.
- Overseeing and reporting on grants.
- Overseeing charter renewal process. along with the Principal and Finance Manager

7. IT MANAGER

The IT Manager will maintain the information technology systems and networks. They will perform both technical and administrative tasks to ensure functionality and efficiency of computer and telecom systems.

Qualifications:

- Proven experience as IT Manager or similar role
- Experience in network management and help desk support
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities
- B.S./B.A. in information technology or computer science is preferred
- Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus

Responsibilities:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher-level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality
- Other duties assigned by the supervisor as needed

8. COORDINATOR

The Coordinator serves as a key support member to the leadership team,.

Qualifications:

- Bachelor's Degree or equivalent experience required
- Strong analytical, critical thinking and problem-solving skills
- Ability to navigate a broad range of strategic issues and make decisions that balance the needs of multiple stakeholders.

Responsibilities:

- Manage student recruitment and enrollment operations, including applications, lotteries, and the enrollment process
- Establish and maintain systems for ensuring student data integrity across the organization
- Complete required CALPADS
- Manage and maintain the SIS, and ensure that CHIME staff are supported in effectively implementing it
- Support administrators and principals in preparing for the annual District oversight process, including preparing materials as needed
- Support with authorization, including the charter renewal process
- Support Principals in aggregating and analyzing student achievement data
- Develop dashboards and reports that support teachers and Principals in ongoing data-driven instruction
- Serve as the testing coordinator, ensuring that assessments are administered properly and testing materials are secure
- Support with grant reporting as needed

9. ELEMENTARY SCHOOL PRINCIPAL

Serves as the instructional leader, day-to-day administrator of CHIME SCS and assumes responsibilities for the direction of the instructional program, the operation of the Charter School plant, under the direction of the Executive Director. Reports to the Executive Director and the CHIME Institute Board of Directors.

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

Responsibilities:

- Is responsible for day-to-day operations of the Charter School
- Oversees the instructional program
- Evaluates staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the school with consultation from the Finance Manager, monitors instructional program and student

achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California State Standards (including Common Core).

- Evaluate classroom instruction including curriculum, content and pedagogy.
 - Hire, place, train, evaluate and retain effective instructional staff.
 - Establish and lead professional development program in collaboration with university partners and outside consultants (as needed) to meet individual and collective needs of faculty.
- Implementation of Schools Attuned Processes.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
 - Plan instructional programs for the purpose of aligning state standards with program goals, student needs, and the needs of the special student population.
 - Oversee recruiting to ensure full enrollment of Charter School.
 - Research innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in Charter School policies, procedures and services.
 - Supervise instructional programs for the purpose of meeting federal, state and local laws and regulations application to public charter schools.
 - Monitor the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs; Participate in IEP meetings
 - Empowers staff and students to succeed by providing direction, knowledge/skills, resources and support to the school community.
 - Provide effective communication with the community, parents, LAUSD, CSUN and other partners
 - Implements school-wide positive behavioral support program, and address day-to-day discipline issues
 - Monitor implementation of bullying prevention programs
 - Continue to engage in professional development opportunities
 - Support and monitor the charter renewal process.
 - Develop, implement and monitor a clear plan for Charter School improvement and adjust systems and strategy based on progress.

10. MIDDLE SCHOOL PRINCIPAL

Serves as the instructional leader, day-to-day administrator of CHIME SCS and assumes responsibilities for the direction of the instructional program, the operation of the school plant, under the direction of the Executive Director. Reports to the Executive Director and the CHIME Institute Board of Directors.

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission

- Demonstrated leadership potential
- Fluency in Spanish preferable

Responsibilities:

- Is responsible for day-to-day operations of the school
- Oversees the instructional program
- Evaluates staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the school with consultation from the Chief Financial Officer
- Monitors instructional program and student achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California State Standards (including Common Core).
- Evaluate classroom instruction including curriculum, content and pedagogy.
- Hire, place, train, evaluate and retain effective instructional staff.
- Establish and lead professional development program in collaboration with university partners and outside consultants (as needed) to meet individual and collective needs of faculty. Implementation of Schools Attuned Processes.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Plan instructional programs for the purpose of aligning state standards with program goals, student needs, and the needs of the special student population.
- Oversee recruiting to ensure full enrollment of school.
- Research innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in school policies, procedures and services.
- Supervise instructional programs for the purpose of meeting federal, state and local laws and regulations application to public charter schools.
- Monitor the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs; Participate in IEP meetings
- Empowers staff and students to succeed by providing direction, knowledge/skills, resources and support to the school community.
- Provide effective communication with the community, parents, LAUSD and University
- Implements school-wide positive behavioral support program, and address day-to-day discipline issues
- Monitor implementation of bullying prevention programs
- Continue to engage in professional development opportunities
- Support and monitor the charter renewal process.
- Develop, implement and monitor a clear plan for Charter School improvement and adjust systems and strategy based on progress.

11. ASSISTANT PRINCIPAL

Serves as a support to the administrators of CHIME SCS and assist in monitoring the instructional program and practices offered by the school, reporting to the Principal and Executive Director.

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

Responsibilities:

- Support the implementation of curriculum and instruction within the school, and
- Oversee the implementation of co-teaching model
- Participate in IEP meetings
- Support the implementation of school-wide behavior support systems
- Support the implementation of paraprofessional training
- Provide support and feedback to teachers through classroom observation and collaborative problem-solving
- Provide support and feedback to the school on the implementation of instruction in all areas identified in the CCSS
- Support the implementation of individualized instruction for students with disabilities as well as students who are high-achieving/gifted
- Make recommendations to the principal and executive director for the implementation of evidence-based practices
- Serve as a resource to faculty, students, and families

12. TEACHERS**Qualifications:**

- Valid teaching credential appropriate to their teaching assignment;
- Teaching experience appropriate to the assignment;
- Demonstrated commitment to and understanding of shared roles in CHIME classrooms;
- Demonstrated commitment to co-teaching practices and parity between general and special educators;
- Demonstrated commitment to the Charter School vision and mission;
- Possess appropriate English Learner authorization as required from the CTC
- All teachers are hired based on being highly qualified per Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) specifications.

Responsibilities:

- Provide quality instruction consistent with the School mission and vision
- Participate in common grade level and subject matter planning to develop matched lesson plans that maintain continuity within each grade level and from grade to grade.
- Partner with a special or general educator to implement a co-teaching model including co-planning, co-assessment and co-instruction

- Consciously work to ensure parity of roles with general and special educators
- Collaborate with parents and other team members to plan and implement an individualized program that meets the needs of each student
- Provide continual assessment of student progress, maintain student records, and communicate student progress to parents
- Maintain confidentiality regarding individual student information and needs
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, peer feedback, team teaching, and communication with other team members
- Continue to engage in professional development opportunities throughout the school year
- Provide for open communication with all members of the school community
- Participate in Advisory Committees
- Adapt materials and modify curriculum to ensure equal access for all students
- Assume an “Additional Faculty Role” as designated by the Principal such as 504 coordinator, Culmination Planning, PBS Coordinator, SST Coordinator, etc.
- Other duties as appropriate to the specific position

13. LIBRARIAN

The primary role and purpose of a Librarian is to provide a reading environment with organizing and enriching the school library.

Qualifications:

- Bachelor's Degree in any related field is preferred
- 5+ years' experience working in a library, school-based library preferred
- Experience working with electronic databases of library materials

Responsibilities:

- Fosters a creative, flexible environment so that the school library is an essential part of the learning community
- Develops and maintains resources appropriate to the curriculum, the learners, and instructional strategies of the school community
- Cooperates and networks with other libraries/agencies
- Selecting, developing, cataloguing and classifying library resources
- Answering readers' enquiries
- Using library systems and specialist computer applications
- Assisting readers to use computer equipment, conduct literature searches, etc.
- Promoting the library's resources to users
- Establishes procedures for selection, acquisitions, circulation, resource sharing of resources in all formats
- Evaluates, promotes and uses existing and emerging technologies to support teaching and learning
- Promotes the ethical use of information: copyright, fair use, and licensing of intellectual property

- Other job related duties and schedules assigned by Principals

14. DESIGNATED INSTRUCTION & SERVICES (DIS)

CHIME SCS employ the following part-time staff to provide Designated Instruction and Services (DIS): a speech and language pathologist, counselor, school psychologist, adapted physical educator, occupational therapist and physical therapist.

Qualifications:

- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline
- Demonstrated commitment to the school vision and mission
- Demonstrated ability or potential to work as a member of a transdisciplinary team

Responsibilities:

- Assess functional skills in everyday classroom and school contexts
- Select functional goals, in collaboration with parents and other professionals, to support the child's access to the core curriculum, and promote the child's independence in current and future environments
- Provide services in natural settings such as the classroom and other school areas.
- Explain strategies and practices related to at the discipline.
- Meet with grade level teams to participate in planning to ensure activities related to individual student goals.
- Provide strategies and screening for students without disabilities identified 'at risk'
- Incorporate parental collaboration into the program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, team teaching, and communication with other team members
- Continue to engage in professional development opportunities
- Provide for open communication with all members of the school community
- Assist with articulation between pre-school and elementary, elementary and middle, as well as between middle and high schools.

The Charter School may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work in the role of instructional support.

15. PARAPROFESSIONALS

Qualifications

- Documentation of High School Graduation and hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred

- Demonstrated competency in mathematics and language arts
- Strong interpersonal, oral and written communication skills
- Demonstrated commitment to the Charter School vision and mission

Responsibilities

- Under the supervision of highly qualified teachers, assists teachers with instruction and reinforces learning experiences
- Assists with special needs, such as those related to positioning, restroom support, feeding, grooming, and mobility (may be required to lift and position students with special physical needs)
- Assists and supervises individual and groups of students in the classroom and other campus environments (such as playground and/or outdoor activities) and in transitions from place-to-place;
- Attends professional development opportunities offered by the school;
- Assists in observing and recording data related to behavior and IEP goal achievement of students;
- Assists in implementing positive behavioral support strategies;
- Facilitates positive social interactions among students;
- Participates in staff development activities as appropriate;
- Performs related duties as assigned.

16. OFFICE MANAGER

Qualifications

Knowledge of:

- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;
- High School Diploma

Ability to:

- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Independently implement routine clerical procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain policies and procedures;
- Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
- Establish and maintain cooperative working relationships;
- Type at a corrected rate of 45 wpm;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; PowerPoint and email programs;
- Proficiency in Spanish preferred.

Responsibilities

- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to LAUSD;
- Prepare reports and data required by the District;
- Screens and directs telephone calls and visitors;
- Provide supervision and direction to other office staff as they become available;
- Serve as the receptionist to the office;
- Open and routes all incoming correspondence and mail;
- Provide assistance and backup to the Finance Manager and Principal;
- Schedule meetings;
- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Establish and maintains file system including student records; and
- Perform related duties as assigned.

17. MAINTENANCE AND CUSTODIAL STAFF

Qualifications:

Graduation from high school or evidence of equivalent educational proficiency and,

Knowledge of

- Principles, materials, and methods of custodial work
- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents
- Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting school buildings
- Methods and materials used in minor maintenance of buildings and equipment
- Recognize maintenance needs and initiate appropriate action
- Use and care for operations equipment

Ability to

- Make minor repairs to facilities and equipment
- Work harmoniously with school personnel and the public
- Participates in the cleaning, gardening and operation of a school and office. Is responsible to a school principal or other site administrator for the cleanliness and operation of the facility.
- Graduation from high school or evidence of equivalent educational proficiency.
- Complete custodial work in cleaning rooms, toilets, halls, walks, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting. Confers with school personnel, administrators, the public,

and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and regulation.

- Participate in watering lawns, shrubs, and trees, involving the operation of manual or automatic irrigation systems in accordance with instructions from the Maintenance and Operations Branch.
- Participate in the cleaning, gardening and operation of a school and office. Is responsible to a school principal or other site administrator for the cleanliness and operation of the facility.

Special Physical Requirements:

Safely lift and move heavy supplies and equipment

Stand and walk for long periods of time

18. CLERK

Qualifications:

Graduation from high school or evidence of equivalent educational proficiency and,

Knowledge of

- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;

Ability to

- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Independently implement routine clerical procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain policies and procedures;
- Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
- Establish and maintain cooperative working relationships;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; PowerPoint and email programs;
- Proficiency in Spanish preferred.

Responsibilities

- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to LAUSD;
- Serve as the receptionist to the office;
- Screen and direct telephone calls and visitors;
- Open and routes incoming correspondence and mail;

- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Support the maintenance of file system including student records; and
- Perform related duties as assigned.

19. HUMAN RESOURCES

Qualifications:

Knowledge of

- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;
- Applicable human resource and labor law requirements
- Payroll processes and software
- Insurance coverage, laws, and applicable policies
- Bachelors Degree in Human Resources or Related field

Ability to

- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Independently implement routine HR and payroll procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain HR policies and procedures;
- Apply judgment, discretion, and initiative in performing Human Resources work of average difficulty;
- Establish and maintain cooperative working relationships;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; PowerPoint and email programs;

Responsibilities

- Oversee bi-monthly payroll;
- Oversee and maintain ESSA compliance;
- Oversee annual teacher contract and Step/Unit increases;
- Oversee and manage pension plan and distribution requests;
- Conduct annual renewals on Insurance benefits in collaboration with Executive Director and Board;
- Facilitate workplace grievance or injury reporting;
- Perform related duties as assigned.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying

with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-

campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter

School shall maintain student immunization, health examination, and health screening records on file.

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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

CHIME SCS actively recruits a diverse student population from the vicinity of the San Fernando Valley who understand and who value the school’s mission. Combining the factors of word of mouth in the community and active recruitment allows CHIME SCS to reach a very diverse population. Currently, more than 1,000 students across grades TK-8 are on our waiting list for enrollment.

In order to realize our mission and vision of an inclusive learning community in which a broad array of diversity is included and celebrated in our school. We recruit students from various racial/ethnic groups, English Learners, socio-economic diversity and of course student with disabilities so as to achieve a balance that is reflective of Los Angeles and the general population residing within the territorial jurisdiction of LAUSD. The Charter School maintains an accurate accounting of ethnic and racial balance, EL and SWD enrolled in the school. It also keeps on file documentation of the efforts the school makes to achieve this balance.

In an attempt to ensure that the CHIME SCS achieves a racial/ethnic, EL and disability balance among its students that is reflective of the general population residing within the territorial jurisdiction of the LAUSD and the San Fernando Valley, notification of open enrollment is provided throughout this general area. Although recruitment of students and the dissemination of information about CHIME SCS occurs all year long, more active recruitment of students occurs in August to February, before the lottery occurs. Information about the school is distributed in Spanish and English fliers to local preschools, churches, businesses, parks, recreational facilities, and other locations accessed by the general community. CHIME SCS engages in outreach to community organizations that serve children and their families and partner with local organizations in order to recruit economically disadvantaged students.

A sampling of our 2020-21 recruitment and outreach calendar, which is repeated annually, includes:

Date	Event	Location
August	Movies on the Green	Warner Center Park
September	Flyer drop	Daycare and preschool providers in Woodland Hills, West Hills, Canoga Park, Encino, Reseda, Van Nuys, and Chatsworth
September to March	Weekly Open house/tour for families	CHIME Charter School
October	Fall Saturday Elementary Open House for parents and children	CHIME Charter School
October	Fall Saturday MS Open House for parents and children	CHIME Charter School
October	Halloween Fair and Trick or Treat festival	Warner Center Park
November	Child Care Resource Center Head Start Kindergarten Transition Center	North Hills Community Center
November - March	Monthly admissions advertisement in the Daily News and San Fernando Sun (El Sol)	Daily News
January	Winter Saturday Elementary Open House for parents and children	CHIME Charter School
January	Winter Saturday MS Open House for parents and children	CHIME Charter School
February	Outreach mailing	Daycare and preschool providers in Woodland Hills, West Hills, Canoga Park, Encino, Reseda, Van Nuys, and Chatsworth
February	Advertising on Jen's List parenting blog	Online

March	“Second visit” tours for families who have been offered admission upon parent request	CHIME
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School outreach also includes grocery stores and shopping venues to circulate information on a regular basis throughout our charter’s term to ensure a steady influx of racially and socio-economically diverse students into the school. All of these efforts are focused on a wide variety of communities immediately surrounding the campus.

Community meetings and school tours are held throughout each year to inform parents of prospective students about the program, as well as to generate support and participation by community members including businesses. To encourage the broadest possible participation, interpreters for Spanish speaking individuals are provided at all of these meetings.

20. HOW THIS PLAN WILL ACHIEVE AND MAINTAIN THE LAUSD’S RACIAL AND ETHNIC BALANCE GOAL

While we cannot control the balance of our population due to the lottery for enrollment, and the demographics of our surrounding community, which does not have the same racial/ethnic balance as the whole of LAUSD, we do seek to enroll a diverse population through our outreach efforts, detailed above.

21. CHIME SCS’ PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD’S SPECIAL POPULATION PERCENTAGES

As a school designed to serve SWD – including those with moderate or severe disabilities – in an inclusive setting, we are a draw for families of SWD. If we were able to give preference to these students in our lottery we would have many more than we currently do, though our currently enrollment is 15% SWD, with approximately half of these students with moderate/severe disabilities, a significantly higher ratio than LAUSD. Through continued partnerships in the community, our longstanding reputation, our acclaimed preschool program, and outreach activities listed above, we are confident we will continue to maintain a rate of SWD, including mod/severe disabilities, that is higher than LAUSD.

22. CHIME SCS’ PLAN FOR ACHIEVING AND MAINTAINING LAUSD’S ENGLISH LEARNER POPULATION PERCENTAGES

Through the outreach detailed above, we work hard to increase our EL population, including advertising in Spanish language newspapers and outreach with Spanish language speakers and hosting tours with Spanish language speaking representatives of CHIME.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

CHIME SCS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, artistic ability or experience, etc.). Enrollment to the Charter School shall be open to any resident of the State of California.

CHIME is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." During

the open enrollment period, from beginning of October to the beginning of February informational meetings are conducted at least once a month for interested parents. The meetings are conducted in English and Spanish either at the Charter School site or at a location within the community surrounding the Charter School. Informational meetings occur at times that are most convenient for parents. During the meetings, parents receive information about the Charter School's programs, the application process, and bilingual assistance with the completion of Lottery forms are made available to interested parents.

As a charter school, CHIME SCS is a school of choice, and CHIME SCS may have more students interested in attending the school than there are spaces available. Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, Lottery Application forms submitted online or in paper form shall be counted to determine whether any grade level has received more applications than availability of space. If the number of students applying for enrollment exceeds the charter school's capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(e)(2) and all federal requirements.

STUDENT RECRUITMENT

As detailed in Element 7, CHIME SCS conducts broad and targeted recruitment in the surrounding community, which includes recruiting students who are socioeconomically disadvantaged, have a history of low academic performance, are ELs or are SWD. As evidenced by our current enrollment, many of our students are socioeconomically disadvantaged, many are SWD, including students with moderate and severe disabilities, and a significant percent arrive at CHIME SCS below grade level – in some cases by many grade levels – in academic achievement.

LOTTERY PREFERENCES AND PROCEDURES

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with *California Education Code 47605(e)(2)(B)*, a random public lottery is held.

Public notices are posted at the Charter School location, school web site and on Lottery Application Forms clearly stating the application deadline and date, time and location of the public drawing, and lottery procedures encouraging people to attend but noting that they are not required to do so. All Lottery Application Forms must be received by the second Friday in February by 4 p.m. Lottery forms are available on the website or in person.

In accordance with applicable law and federal Non-Regulatory Guidance, the following groups of students are exempted from the lottery:

- Students who are currently enrolled

Admissions preference is given to the following in the order listed below:

1. Residents of the District, as required by California Education Code and District policy

2. Siblings of admitted students, to help families and create school community
3. Children of teachers and staff (capped at 10% of the school population), to reward our hard working teachers and staff.

Each of these admissions exemptions and preferences are defined in compliance with all applicable laws, regulations and federal Non-Regulatory Guidance as required for compliance with grant terms. No other admissions exemptions or preferences are assigned.

METHOD TO COMMUNICATE TO ALL INTERESTED PARTIES THE RULES TO BE FOLLOWED DURING THE LOTTERY PROCESS

The CHIME Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. Families who submit a completed Lottery Application Form by the close of the enrollment period are notified in writing of the lottery's date, time, location and rules. The date and time of the lottery will also be published on CHIME's website. Parents are invited but not required to attend.

Prior to the start of the lottery, the rules are explained in both English and Spanish, and translation services are provided. The rules of the lottery, including any preferences that are given, are distributed in writing in both English and Spanish and with other languages as needed.

PUBLIC RANDOM DRAWING PROCEDURES

The lottery occurs on the CSUN campus in the College of Education Building on the first Friday in March at 1:30 p.m. (unless that falls on a holiday/spring break, in which case the lottery is conducted on the next available Friday at 1:30 p.m.). The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying Lottery Application Forms will receive preference in the automated lottery system, per the preferences outlined above. Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. The waiting list is used to fill student vacancies before and during the school year. All applications that are submitted after the open enrollment period are added to the grade level waitlist in the order they are received and according to all applicable admission preferences.

ENROLLMENT PROCESS

Within two weeks of the lottery, families are notified in writing via the email or mail address they provided on their application by office staff of their enrollment status (offered enrollment or placement on waiting list). The parents/guardians of each student offered a space in the following year is required to complete an enrollment packet within two weeks of being sent the letter indicating that a spot is available for the student. The Charter School holds a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey

- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Parent/Student Handbook

WAIT LIST

Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

If a position opens during the course of the year, the Charter School Office Manager or other employee designated by the Principal contacts the family of the student on the top of the waiting list by phone or email to offer their student admission to the school. If a family is notified by phone or email prior to August 15th, the family has ten (10) days to confirm enrollment return a completed enrollment packet. If a student is notified after August 15th, they have three (3) days to confirm enrollment and submit an application by mail or email. Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results are kept on file in the administrative office and are readily available for inspection by district representatives.

SCHOOL ORIENTATION

Interested parents of prospective students are strongly encouraged to visit the school during Information Sessions and meet with staff member to learn more about CHIME SCS's goals and philosophy. The Principals or another designated staff member explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Attendance at an Info Session in no way impacts a student's application or chances of enrollment and is not a condition of admission or enrollment.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(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

ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (c)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of CHIME SCS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Governing Board appoints an Audit Committee of two or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the CHIME Institute Board of Directors, but may not include any members of the staff of the corporation, including the President or Executive Director, or the Treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within CHIME SCS may not serve on the committee.

- The Audit Committee will recommend an audit firm – subject to Board approval – and will ensure CHIME SCS contracts with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Executive Director, Office Manager and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Executive Director and the Audit Committee are responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the CHIME Institute Board of Directors with recommendations on how to resolve them.
- The CHIME Institute Board of Directors reviews and approves the audit no later than December 15.
- The Board submits a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution. The Executive Director provides a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

23. DISCIPLINE FOUNDATION POLICY

Discipline policies for CHIME SCS are based on concepts of positive behavioral support and a progressive discipline process that involve the student, the school staff, and the student's parent(s)/guardian(s). The discipline policy is communicated to all stakeholders through a Parent/Student Handbook. The discipline policy clearly describes the Charter School's policy

and stipulates who participates, their roles and responsibilities, and guidelines for determining consequences for student behavior. The discipline policies are generally guided by the notion that students should be accountable for their behavior.

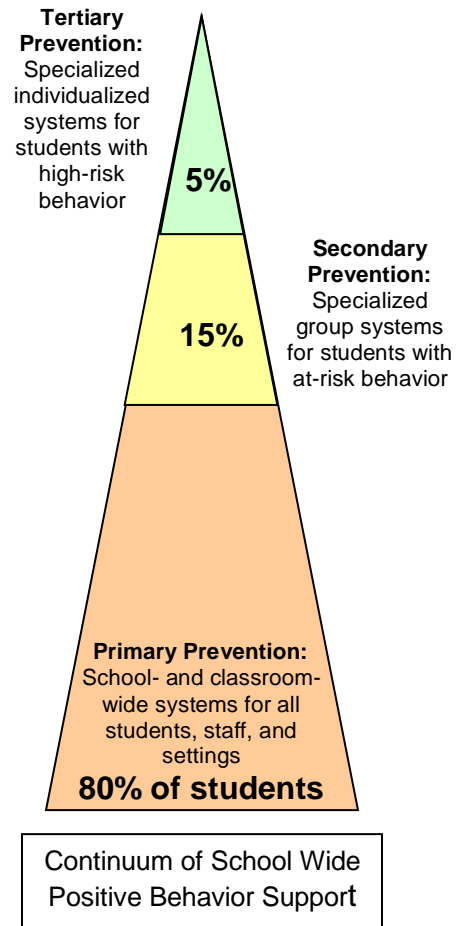
CHIME SCS utilizes a school-wide positive behavior support approach and social justice to support a school climate in which students are encouraged and reinforced consistently for following schoolwide expectations and provided the skills to take responsibility and repair harm through dialogue when necessary. On an annual basis staff and parents are provided professional development and parent education events on PBIS approaches and Restorative Justice practices. In conjunction with these approaches, CHIME SCS also utilizes alternatives to suspension including campus service projects, reflective research and dialogue, and directed activity plans during recess and lunch.

CHIME SCS approaches school wide behavior management through the paradigm of teaching, monitoring and rewarding students for positive behavior. This is done using a model of school wide positive behavior support. The use of this model emphasizes a proactive approach to preventing challenging behaviors rather than a reactive approach to mitigating them. This model addresses behavior management on a continuum of three levels of support. The first level addresses a majority of students using preventative strategies; the second level addresses the approximately fifteen percent of students who have at-risk behaviors; and the third level addresses approximately five percent of the population who need more individualized and specific interventions and behavior supports. Throughout the year and annually upon reporting CHIME administration, staff, and Board review student discipline data involving suspension, office referrals, and PBIS data. This data is used to make instructional and programmatic decisions regarding social-emotional learning curriculum, classroom and school-wide PBIS approaches, and implementation of alternatives to suspension.

The climate of CHIME SCS is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging

behavior. Underlying this progressive behavior management process is the notion that retaining students in their learning environment is essential whenever feasible. In short, CHIME SCS is committed to provide its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults and property are manifestations that under gird proper behavior for those who attend.

When there is divergence from these expectations the staff, the student, and the student's parent(s)/caregiver(s) seek age-appropriate interventions work together through our MTSS model to identify the functional nature of the behavior and determine a replacement behavior which conforms to classroom and school expectations. Age-appropriate interventions are sought out to re-direct the challenging behaviors into more successful behaviors with the least disruption to the student(s)' educational program and the class. A desire of the positive behavior support process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved. The process developed and described is not discriminatory, arbitrary, or capricious.



The process follows general principles of due process. Students and their parent(s)/guardian(s) sign agreements related to their understanding of and responsibility to the standards set forth in the school wide PBS and behavior accountability policy as explained in the Student Handbook, which are consistent with this petition, the District's policy(ies)/School Climate Bill of Rights and all applicable law. Students who violate school rules may expect consequences that may include but not be limited to the following:

1. Verbal and/or written warnings in the classroom
2. Loss of Privileges
3. Notices to parent(s)/caregiver(s) by telephone and/or letter
4. Parent/Team meetings consisting of parent/caregiver, staff/, and student
5. In lieu of suspension from school – Development of strategies and adaptations to support the student in behavioral change as well as a system of more intensive home to school communication
6. Development of a formal positive behavior support plan
7. Suspension from school or in lieu of suspension from school – student may be given an alternative in-school placement
8. Alternative educational placement (expulsion)

Parent(s)/guardian(s) and students (when appropriate) are asked to participate in the MTSS process if a student's behavior is not improving. The SST develops appropriate modifications and intervention strategies. CHIME SCS seeks as often as possible to use alternatives to out of school suspension. Students who habitually fail to comply with school policies by chronically engaging in rule violating behavior even after the positive behavioral supports have been implemented and/or who present an immediate threat to health and safety may face an alternative "in school" suspension. It is important to note that the parent(s)/guardian(s) participate on the SST and they are active partners in these decisions.

IN-SCHOOL SUSPENSION

A student may be assigned to in-school suspension, at the discretion of the Principal, for actions that violated the Charter School's enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office (or his/her designee's office). The length of suspension for students may not exceed a period of 5 consecutive days. The total number of days for which a general education pupil may be suspended from Charter School shall not exceed 20 school days in any school year. The suspension of special education students cannot exceed 10 days in any school year. Parents/guardians of students assigned to in-school suspension are notified by a CHIME staff member by phone and written notice, outlining the reason for and duration of the in-school suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Principal or other certificated personnel provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. If students with special needs are serving an in-school suspension they will be provided with all service and supports they would normally receive throughout the day by qualified credentialed personnel.

GROUND'S FOR SUSPENSION AND EXPULSION

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need for a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff will consult with CSD on the need for a material revision prior to finalizing changes in discipline policy. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

24. SCOPE OF CHARTER SCHOOL'S DISCIPLINARY JURISDICTION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. *Discretionary Suspension Offenses. Students may be suspended when it is determined the student:*
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a

photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. *Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:*

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. *Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:*

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 1. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
4. *Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:*
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or

former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

OUT-OF-SCHOOL SUSPENSION PROCEDURES

Suspensions shall be initiated by the Principal or Executive Director according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and

the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days of the suspension, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Parents will be notified of their right to appeal a suspension at the time of the suspension notification. Parent/guardian must appeal the suspension in writing to the Executive Director within 5 business days. Suspension appeals must state the reason why the parent/guardian feels the suspension was not appropriately determined or administered. The Executive Director will conduct a fair and thorough investigation of the suspension and the appeal and make a final determination to 1) uphold the suspension, 2) expunge the suspension, or 3) uphold the suspension for the semester and then expunge the suspension of no further student infractions occur. The determination of the Executive Director is final.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions for a student shall not exceed 20 school days in a single school year. Suspension for a student with special needs shall not exceed 10 days in a single school year. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension, not to exceed the timeframe for the expulsion extension as outlined in California Ed. Code 48911(g), shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

EXPULSION PROCEDURES

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Prior to an expulsion recommendation being made, school administration will provide the student and parent prior notice of the reason for disciplinary action and afford a meaningful opportunity at that time to be heard regarding the rule violation. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or Principal determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”)) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
- Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to

remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense, and a decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following: 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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Board of Directors may determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) notice of any Rehabilitation plan; and (d) appeal rights and procedures.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen

(15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within fifteen (15) days), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Board may decide to uphold or overturn the expulsion decision. The Executive Director will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term (information obtained during the enrollment process), shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

The CHIME Institute Board of Directors shall determine which school-sponsored retirement plans are available to various types of staff (e.g., certificated staff, part-time staff, etc.). The Executive Director is responsible for ensuring that reporting and benefits are processed.

All full-time employees (including classified and administrative staff) contribute the required employee percentage to the Defined Contribution Plan. CHIME Charter School provides a Defined Benefit Plan and Medicare Contributions for all full-time employees. A full time employee is either:

- a. Certificated teachers who work the full instructional day on the calendar, which includes instructional days, parent/child conference days, professional development days, and instructional preparation days.
- b. Administrative and classified staff who work eight hours a day, five days a week, on a year-round calendar.

The Defined Contribution Plan is provided in lieu of STRS or federal social security.

The CHIME Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

CHIME SCS is a school of choice and no student is required to attend. The parent/guardian of each student enrolled in the charter school is informed in the Parent/Student Handbook and in Lottery Application Forms that enrollment in the Charter School provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Erin Studer, Executive Director
CHIME Charter Institute
19722 Collier Street
Woodland Hills, CA 91364

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Erin Studer, Executive Director
CHIME Charter Institute
19722 Collier Street
Woodland Hills, CA 91364

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of

mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed,

or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS),

the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports,

discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This

electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School

shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this

Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Executive Director will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner

as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

- (i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and

- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

CHIME Institute's Schwarzenegger Community School (also referred to herein as "CHIME" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and

Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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

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

SELPA Reorganization

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

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a

copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws

including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other

characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of

emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year

- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded

before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter

School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Erin Studer, Executive Director
CHIME Charter Institute
19722 Collier Street
Woodland Hills, CA 91364

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Erin Studer, Executive Director
CHIME Charter Institute
19722 Collier Street
Woodland Hills, CA 91364

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the

funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each

grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties

may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot

exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does

not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter

agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter

School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter

and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)