



**Collegiate Charter High School of Los Angeles
Charter Renewal Petition**

Respectfully Submitted to the
Los Angeles Unified School District
August 20, 2019
For the 2020-25 Charter Term

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Assurances and Affirmations

Collegiate Charter High School of Los Angeles (also referred to herein as “Collegiate” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a

part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

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

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

General Information

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Vanessa Jackson, Executive Director
• The contact address for Charter School is:	312 N Record Ave, Los Angeles, CA 90063
• The contact phone number for Charter School is:	213.304.7077
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90063, East Los Angeles
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	East
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	285
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 6, 2020
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	420
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, single-track, extended day
• The bell schedule for Charter School will be:	8:15 am – 4:35 pm M-Th; 8:15 am – 1:30 pm Fridays
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

Community Need for Charter School

Collegiate Charter High School of Los Angeles ("Collegiate" or "Charter School") is a charter high school in East Los Angeles founded in 2015 on the belief that every student, regardless of race or socioeconomic class, can achieve high levels of academic success and that every student deserves an excellent education and access to college preparation. Collegiate's faculty and staff set a school culture that champions high expectations for academic achievement among all students and invests in a spectrum of support and intervention structures to help every student become ready for success in college and professional careers no matter their skill levels or learning needs coming into the Charter School. In working to fulfill Collegiate's college and career ready graduation requirements, each student is required to complete the University of California/California State University A-G admission eligibility requirements.

We are proud of all we have accomplished in our first four years, including the following:

- Our founding class graduated in spring 2019. The graduating 12th grade realized a **97% graduation rate and 100% A-G completion rate, with 100% of our 2018-19 12th grade students admitted to 4-year colleges**. Our students have been admitted to an impressive list of colleges and universities including: Washington University in St. Louis, Kalamazoo College, Whitman College, UC Berkeley, Santa Clara University, Hobart & William Smith Colleges, and UC Riverside. This is particularly impressive in light of the fact that **86% of these students hail from families where they will be the first generation to earn college degrees**. Among our first graduating class, we had a Posse Foundation scholarship recipient and a Questbridge Scholarship recipient.
- Diverse enrollment, including 98% Hispanic/Latino, 2% Black, 95% qualifying for free or reduced price lunch ("FRPL"), 16% English Learner ("EL"), 17% Special Education ("SpEd"), and 2% Foster Youth.
- Our success has helped to generate significant donations from a diverse set of foundations including investments from the Charter School Growth Fund, the Joseph Drown Foundation, and Great Public Schools Now.
- As depicted below, the Charter School ranked 9 out of 10 on the State Rank and 10 out of 10 on the Similar Students Rank per the California Charter Schools Association's most recent (2017-18) Academic Accountability Report:¹

School Performance Over Current Charter Term

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

According to current California law and District policy, a charter school "shall" meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: Collegiate academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).

Collegiate is located at 312 N. Record Ave, Los Angeles, CA 90063, in East Los Angeles. Not surprisingly, the majority of students reside in close proximity to our campus. Based on an analysis of the students' residence addresses and the 2018-19 Data Set provided by LAUSD's Office of Data and Accountability ("ODA Data Set, 12/04/2018"), the following table lists the top "Resident" Schools our students would otherwise be required to attend, including four of the five

¹ <https://www.ccsasnapshots.org/academic-accountability-report>

Academies at the Esteban E. Torres High School complex, operated by the L.A. Education Partnership:

	Total 2018-19 Enrollment	% FRPL	% EL	% SpEd	% Latino	% Black
Collegiate	166	95%	16%	17%	98%	2%
<i>Resident Schools</i>						
Boyle Heights STEM HS* (9-12)	207	71%	17%	23%	98%	1%
E. Torres: ELA Renaissance (9-12)	402	96%	13%	20%	99%	0%
E. Torres: Engineering & Tech Acad (9-12)	346	98%	21%	17%	99%	0%
E. Torres: Humanitas Acad (9-12)	372	95%	9%	17%	99%	0%
E. Torres: Leadership Acad (9-12)	325	94%	9%	12%	98%	0%
Garfield HS* (9-12)	2,569	93%	6%	11%	99%	0%
Hilda Solis Learning Acad (9-12)	257	96%	14%	27%	98%	0%
Mendez HS (9-12)	1,044	94%	14%	17%	98%	1%
Roosevelt HS (9-12)	1,278	97%	18%	16%	99%	0%
Resident Schools Average	756	94%	12%	15%	99%	0%

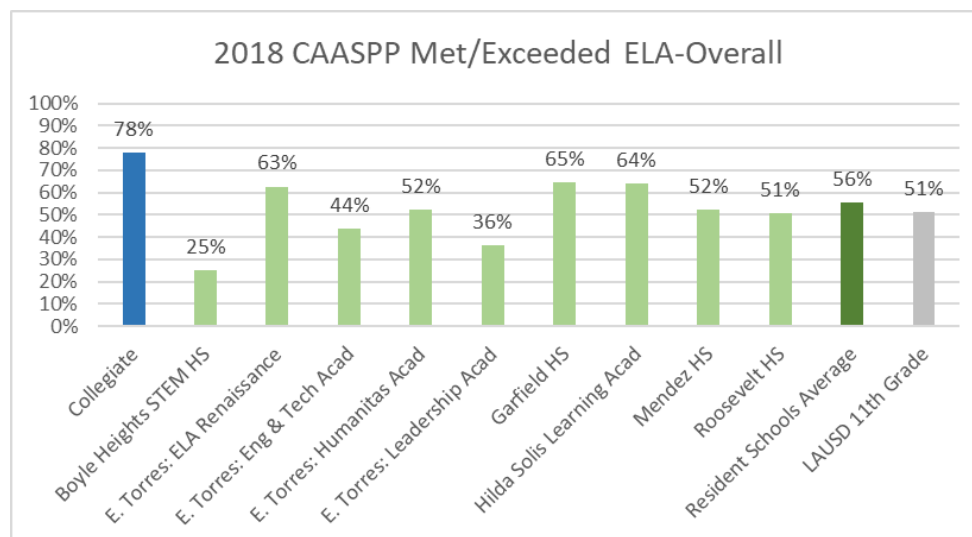
*includes a magnet program

(<http://dq.cde.ca.gov/dataquest/>)

Garfield HS includes a School for Advanced Studies (SAS), evidenced by its 20.13% GATE enrollment, more than double the LAUSD average of 9.5% GATE students.

California Assessment of Student Performance and Progress (“CAASPP”)

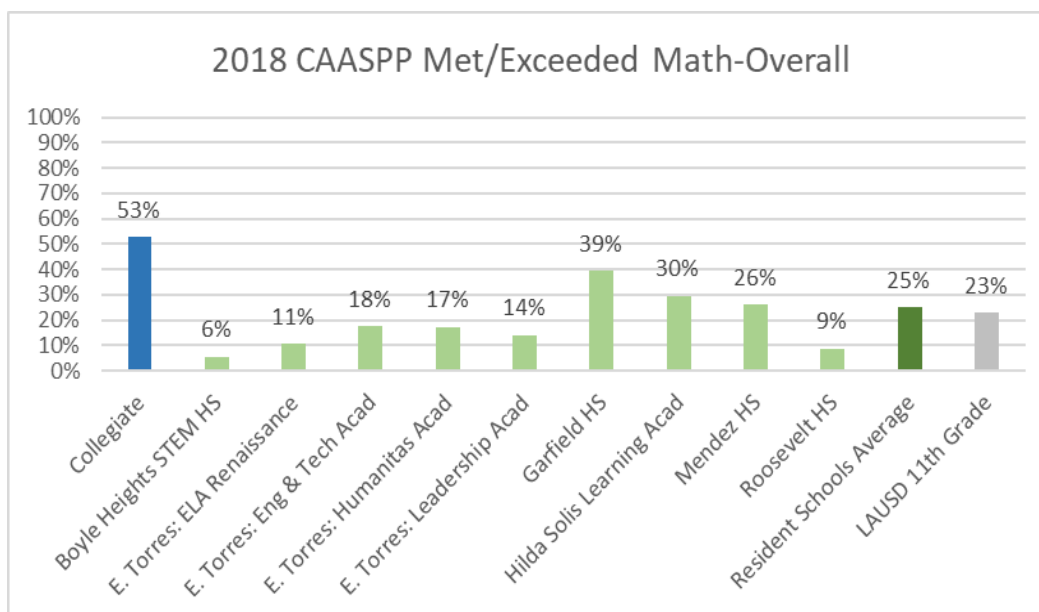
On the 2018 CAASPP, Collegiate’s first class of 11th graders scored an impressive 78% Met/Exceeded in English Language Arts (“ELA”), higher than all nine of the Resident Schools identified in the ODA Data Set (25%-65% Met/Exceeded), and higher than the District average of 51% for 11th graders.



(<http://dq.cde.ca.gov/dataquest/>)

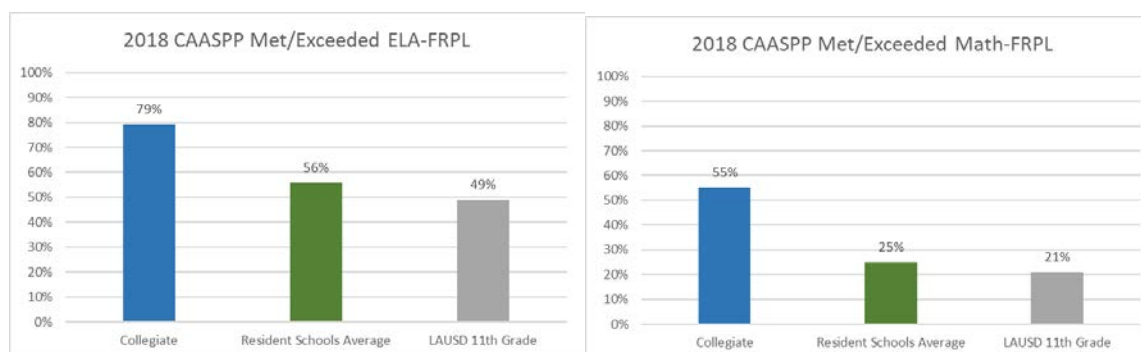
In Math, our 11th graders in 2018 were similarly strong, with 53% Met/Exceeded, stronger than all nine Resident Schools, by significant margins – at the low end, Boyle Heights STEM HS was just 6% Met/Exceeded while the next closest performer to Collegiate was Garfield HS, with 39%

Met/Exceeded in Math. Collegiate's 11th graders also outperformed their peers across LAUSD, which had an average Met/Exceeded rate for 11th graders in Math of 23%.



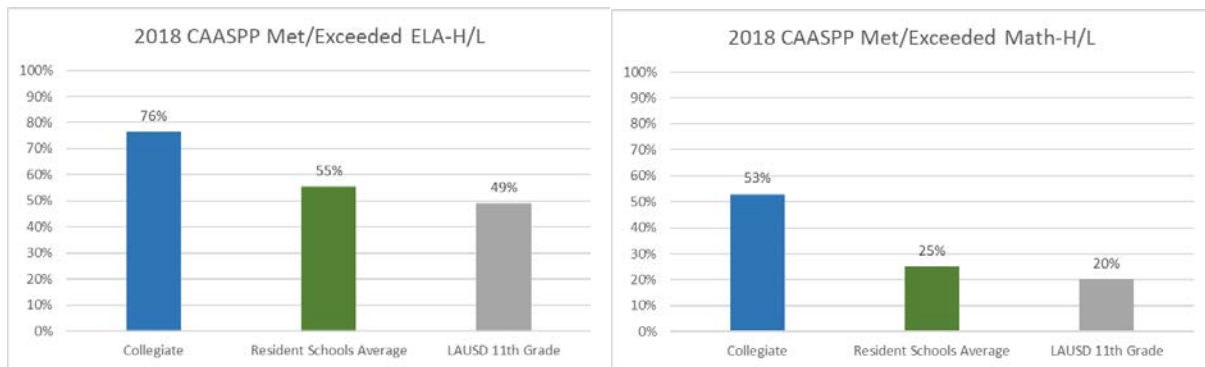
CAASPP Subgroup Comparisons

As a small school with just 36 11th graders tested in 2018, we do not have published CAASPP data for all of our subgroups. For the two numerically significant subgroups (FRPL and Hispanic/Latino), Collegiate's students outperformed their peers at the Resident Schools and District wide. Outcomes for our FRPL students (95% of enrollment) are quite similar to the overall rates, with 79% Met/Exceeded in ELA and 55% Met/Exceeded in Math, 30 percentage points higher than LAUSD's 11th grade rate in ELA and more than double the District rate in Math (21%).



(<http://dq.cde.ca.gov/dataquest/>)

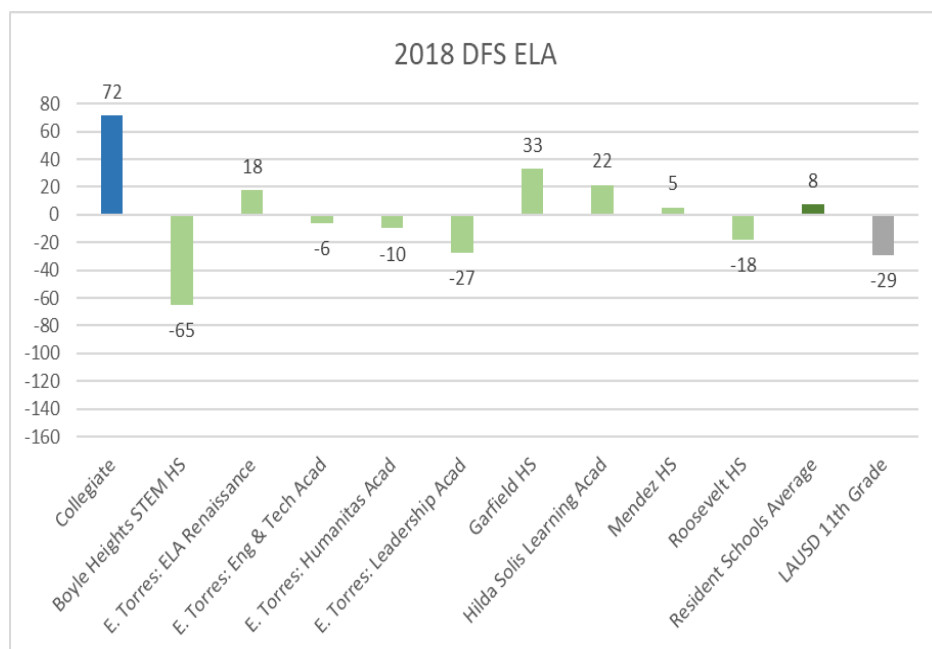
Our Latino students (98% of enrollment) also had similar outcomes: 76% Met/Exceeded in ELA and 53% Met/Exceeded in Math; again, these percentages are significantly stronger than the Resident Schools' averages and LAUSD rates.



(<http://dq.cde.ca.gov/dataquest/>)

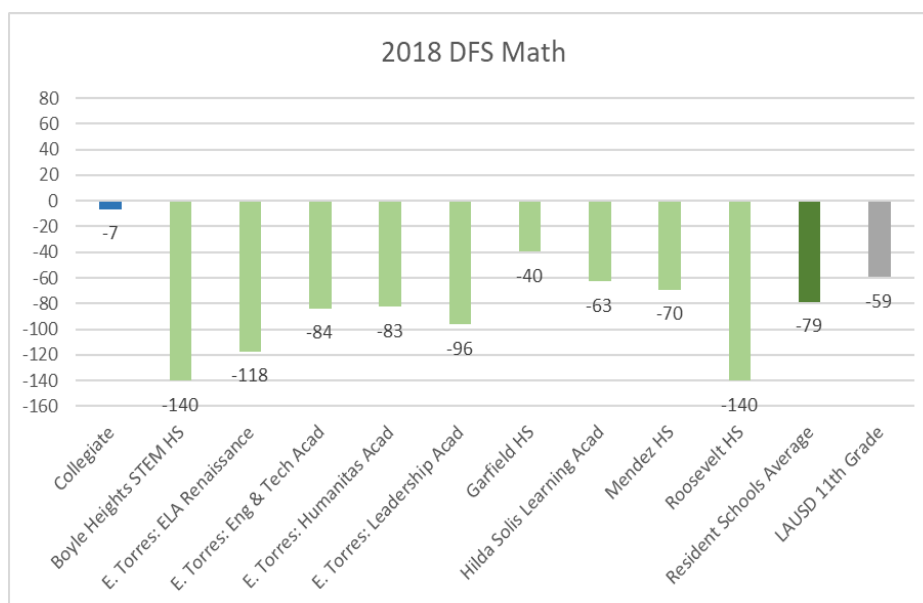
California Dashboard (“DF3”) Results

Under the new California Dashboard system, “DF3” measures how far the average student is from meeting the grade-level standard, or the “Distance from Level 3,” thus encompassing all students’ scores and not just those who are Met/Exceeded. In ELA, Collegiate’s 11th graders were 72 points above grade level standard, stronger than all of the Resident Schools by a margin of 39 to 137 points, and 101 points stronger than the District-wide average.



(<http://dq.cde.ca.gov/dataquest/>)

In Math, our students were 7 points shy of grade-level standard, but again outperformed all nine Resident Schools (-140 to -10) and LAUSD (-59).



(<http://dq.cde.ca.gov/dataquest/>)

Graduation Rate

Our first graduating class of 2019 had a graduation rate of 97%, with 32 out of 33 students graduating. (The sole student who did not graduate is still enrolled at Collegiate, expects to graduate in 2019-20, and has already gained acceptance to a four-year university.) While 2019 graduation rates are not yet published for the Resident Schools or LAUSD, in 2018, the Resident Schools' 4-year cohort graduation rates ranged from 72% to 94% with a Resident Schools Average of 85%, and LAUSD's graduation rate was 80.1%, thus we anticipate that our 2019 graduation rate will be stronger than these comparisons.

Graduates Completing all Courses Required for UC/CSU Admissions (A-G Completion Rates)

In 2019, 100% of Collegiate's graduates completed A-G requirements. Again, while 2019 A-G rates are not yet published for the Resident Schools or LAUSD, the Resident Schools' A-G rates in 2017 (the most recent year data is available), ranged from 29% to 60%, and LAUSD's A-G rate was 60%, thus we anticipate that our 2019 rate of 100% will compare quite favorably to these comparisons.

Notably, this outcome translates directly into college admissions: as noted above, **100% of Collegiate's 2019 graduates were admitted to four-year colleges and universities.**

AP Participation and Passing rates (2016-2019)

Collegiate currently offers 7 AP courses, including AP English Language & Composition, AP US History, AP World History, AP Calculus AB, AP Biology, AP US Government & Politics, and AP Spanish Language & Culture. In 2019, 100% of our graduating seniors had taken at least 2 AP exams by the time they graduated from Collegiate. While our students struggle to score well on the AP exams (in 2018, just 15% of our students scored a 3 or higher on an AP test; a higher rate than the Torres Leadership Academy (12%), and on par with Roosevelt HS's 16%, but lower than the rates at the other seven Resident Schools), we know that the exposure to these tests and the rigor of the course curriculum helps to prepare them for college. Notably, while our small school with just 136 total students enrolled in 2017-18 had 130 AP exams taken, more

than or equal to the total number of AP exams taken at four of the nine Resident School comparisons (83-130 tests taken), which enroll 200-400 students respectively. This year and beyond, to help increase students' pass rates on the AP exams, we (1) administer interim assessments in AP courses that align more closely than the actual exam in order to have and respond to relevant data with better precision, (2) have created dedicated "AP Academy" to help our students in AP courses access more time for practice opportunities throughout the year, and (3) have re-sequenced our course offerings to better meet the needs of our students in AP courses.

EL Reclassification Rate

Given our small overall enrollment, the number of ELs we serve also is small – in 2018-19, we had 26 students classified as ELs (up from 18 the prior year), with another 61% of our students Reclassified Fluent English Proficient ("RFEP"), meaning they previously were ELs.² In 2018-19, our reclassification rate was 22.2%; in 2017-18, we reclassified 50% of our ELs.³ (CALPADS.)

The overwhelming majority of our EL students arrive at Collegiate classified as Long-Term English Learners ("LTEL") – 24 of our 26 ELs in 2018-19 were LTELs, with another student "At-Risk" of LTEL status; one EL student was a newcomer.⁴ To combat this challenge, Collegiate has tripled our literacy time -- three hours a school day with at least one hour of dedicated ELD class. We also incorporate an intensive support plan in the mainstream classes for all EL and LTEL students. Additionally, the majority of our instructional team is bilingual, with 70% speaking Spanish as well as English to offer extra support whenever necessary. With this important context, we are proud of our EL reclassification rates and our work to help these struggling students reach English proficiency.

Student Attendance Rate

Collegiate's student attendance rates have been consistent and strong over the charter term, averaging 94% - 96% (Illuminate Data).

Suspension/Expulsion Rate

Collegiate has had zero expulsions in our four-year history, though we did struggle with a higher than desired suspension rate in our first three years (9.5%-12.8%).⁵ It is important to note however that our small school enrollment means that one suspension can represent a larger percentage than it would at a school with more students. Thanks to a renewed emphasis on restorative justice and social emotional learning strategies, the suspension rate dropped significantly to just 1.3% in 2018-19. We are optimistic that we have now established a strong

² <https://data1.cde.ca.gov/dataquest>

³ Reclassification data is currently incorrect as reported in Dataquest, but correct in CALPADS. It is our understanding that CALPADS (i.e., correct) data will be included in the updated Dashboard when those are produced by CDE.

⁴ <https://data1.cde.ca.gov/dataquest>. CDE notes that the calculation of LTELs for 2018-19 increased due to changes in the available data: "Note: The 2018–19 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one year increase in LTEL and AR-LTEL counts from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL and AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL or AR-LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years."

⁵ <https://data1.cde.ca.gov/dataquest>

school culture and carefully tiered positive behavior intervention system that will help us further reduce the need for suspensions. (See Element 10 for more information about these efforts.)

Year	2015-16	2016-17	2017-18	2018-19
In-School Suspension number	0	0	0	0
In-School Suspension rate	0%	0%	0%	0%
Out-of-School Suspension Number	11	16	21	2
Out-of-School Suspension Rate	9.5%	12.8%	9.8%	1.3%
Expulsion number	0	0	0	0
Expulsion rate	0%	0%	0%	0%

(<http://dq.cde.ca.gov/dataquest/>)

LAUSD Board Approved Benchmarks

Collegiate does not have any LAUSD benchmarks.

LAUSD Charter Schools Division Annual Oversight Report

Collegiate has received positive Annual Oversight Visit reports with staff from LAUSD's Charter Schools Division ("CSD"). In our most recent Oversight Visit Report, dated March 28, 2019, we received the following ratings:

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	3	3

CDS staff noted several "Areas of Demonstrated Strength and/or Progress:"

Governance

- **GOVERNANCE STRUCTURE AND EVALUTATION OF SCHOOL LEADER(S):** The Governing Board 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 all material provisions of the Brown Act. Binder documentation provides evidence that board meetings occur regularly, comply with open meeting requirements, and that the board meeting calendar, agenda and minutes are posted and maintained including on the school's website.
- **DUE PROCESS:** The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

- **DATA-BASED DECISION-MAKING:** The Governing Board monitors school performance and other internal data, including academics, enrollment spending and budgets, LCAP and other data-backed or data-based items, to inform decision-making.

Student Achievement and Educational Performance

- **SBAC SCHOOLWIDE ELA:** The schoolwide percentage of students who Met and Exceed Standards on the SBAC in ELA is at a rate higher than the Resident Schools Median (77.78% to 52.33%)
- **SBAC SCHOOLWIDE MATH:** The schoolwide percentage of students who Met and Exceed Standards on the SBAC in Math is at a rate higher than the Resident Schools Median (52.78% to 17.24%)
- **ENGLISH LEARNER RECLASSIFICATION:** The school reclassifies English Learners at a rate higher than the Resident Schools Median (22.2% to 15.1%)
- **“AT RISK” ENGLISH LEARNERS:** The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median (0.0% to 0.5%)
- **LONG TERM ENGLISH LEARNERS (LTEs):** The school’s percentage of LTEs is at a rate similar to the Resident Schools Median (11.2% compared to 10.9%)

Organizational Management, Programs and Operations

- **SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES:** 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.
- **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 relate to health and safety for Certificates of Occupancy, immunization, health screenings, and emergency epi-pen.
- **STANDARDS-BASED INSTRUCTION:** The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS. The four focus areas of classroom observation were 1) 100% Initiative 2) Criteria for Success 3) Objective Aligned; and 4) Checks for Understanding. Classroom observation showed student taking initiative in a variety of forms including; individual as well as group collaborative work, responding to teacher inquiry verbally or in written form, and overall productive levels of student participation and engagement.
- **SCHOOL CLIMATE AND STUDENT DISCIPLINE:** The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.

Fiscal Operations

Collegiate’s fiscal condition is positive and the school has been upward trending since the 2016-17 fiscal year. According to the 2017-18 independent audit report, the school had positive net assets of \$188,706 and a net income of \$91,542. The 2018-2019 Second Interim Projections project positive net assets of \$197,684 and net income of \$8,978.

(LAUSD CSD Annual Oversight Visit Report, March 28, 2019.)

California Charter Schools Association Accountability Framework

The California Charter Schools Association (CCSA) has developed an accountability framework, based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress, “which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students' score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score.

CCSA's accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607, and is consistent with the Education Code in prioritizing “pupil academic achievement for all groups of pupils served by the charter school as *the most important factor*” in the determination whether to renew a charter school. CCSA's accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state's eight priorities) in determining what to classify as an indicator of academic achievement. Conversely, the CDE's Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard's application to charter renewals is rather limited under the law.

The CCSA accountability framework includes four basic measures:

- **Percentile:** DF3 must be above the 5th percentile in two of the last three years.
- **State Rank (Academic Status):** DF3 decile rank of four or higher in two of the past three years. Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

OR, For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum A-G course requirements of the University of California/California State University system with a “C” or better in two of the past three years.

While Collegiate does not yet have a DF3 ranking, Collegiate has **a State Rank of 9/10 and a Similar Schools Rank of 10/10:**

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

Above

CCSA Academic Accountability Report 2017-2018

Collegiate Charter High of Los Angeles (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

PERCENTILE:

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

Above

Percentile

The selected school has a percentile above 5 in 1 of the last 1 years.

INITIAL FILTERS:

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

Above

State Rank



This school was at/above the target

1 out of 1 year(s),

meeting the standard for this metric for 2018.

Above

Similar Students Rank



This school was at/above the target

1 out of 1 year(s),

meeting the standard for this metric for 2018.

N/A

3 Year Growth



This school's DFS changed by

SUCCESS OF THE KEY FEATURES OF THE EDUCATIONAL PROGRAM

Collegiate's educational program, which defines how we set up all of our students for college success, borrows directly from a subset of established high expectations urban college preparatory schools nationally (part of the acclaimed Building Excellent Schools program) that are successfully preparing their predominantly low-income and first generation college-going students for college admissions and completion. To our knowledge, Collegiate is the first high school in East Los Angeles to offer this specific model.

In adopting and adapting our model to best meet the needs of eastside students, we seek to serve the needs of all students, including those who benefit from and choose a supportive and structured secondary program that accelerates their academic growth and enables them to reach mastery of grade level skills and content throughout high school in order to be ready for college – no matter their entry levels. For this reason, our approach to meeting community need includes:

- **Equitable access:** To ensure equitable access for all students to academic and enrichment opportunities, we provide a high quality academic and enrichment program that enhance college and career readiness.
- **Rigorous curriculum:** To ensure that all students access the opportunity to reach 12th grade competitive for college, we provide a college readiness aligned course of study for all students to ensure all students are on track for college and career readiness.
- **College-going culture:** To inspire all students towards a bright future and lives of opportunity, a college-going culture permeates all aspects of a student's daily experience at Collegiate.
- **Individual support:** To reach the needs of all learners, personalized structures and supports such as tutoring and more time on task for all students ensure that all students can successfully complete the college readiness-aligned course of study.
- **Human capital development:** To prepare a mission-driven staff to deliver results for all students, we invest in school-wide, content-specific staff professional development and high-dosage instructional coaching for every teacher so that every team member is equipped to implement the school model and deliver on our school's goals.

A very large proportion of our student population will be the first in their families to attend and graduate from college, and in many cases, the first to graduate from high school. As discussed above, 86% of students in our first graduation class are the first in their families to go to college.

Roughly 80% of our incoming students in the past four years have been reading and doing math below grade level upon entering Collegiate. Collegiate's school model is designed so that students coming in with a wide spectrum of skill levels, learning styles, abilities and needs can successfully access our program and progress toward college and career readiness.

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

As evidenced by the data and external reviews detailed above, Collegiate is a great success. As detailed in the preceding section, our model is carefully designed to meet the specific needs of the students we serve, with research-based practices for success. While our organization is committed to continuous improvement and constant self-reflection, we are incredibly proud of our success to date and the lives we are helping to change in this community.

AREAS OF CHALLENGE AND HOW THE SCHOOL HAS AND/OR WILL IMPROVE IN SUCH AREAS

Enrollment: The Charter School continues to grow enrollment each year. After our charter initially was approved by the LAUSD Board of Education on November 18, 2014, we partnered with Prop. 39 to find a suitable co-location arrangement. Unfortunately, efforts were ongoing throughout the spring and a site that was palatable for all community stakeholders was not identified until May 2015, which meant many of our enrolled families had to make other plans. The space that at long last was allocated, Belvedere Middle School, is approximately two miles east of our original target community. Between the late timing of finalizing our facilities offer and the difference in planned location, we lost most of the founding enrollment we had carefully cultivated over the preceding two years of developing our new school. As a result, Collegiate opened under-enrolled with just 54 students instead of the projected 132 which resulted in financial difficulties and a cutting of staff. In the ensuing years, we have steadily built up the size of our subsequent incoming 9th grade cohorts. Having built word of mouth in the community and a reputation for academic rigor, strong academic and social-emotional learning supports for all learners, and a strong track record of college admissions, we have now nearly doubled the size of our incoming cohorts with 96 students in our current 9th grade cohort and are on our way toward building full enrollment at every grade level. We note that we successfully weathered the enormous financial impact this low enrollment rate had on our new school. Through conservative fiscal planning, we've built up our net income year-on-year as we've grown: \$17,590 in 2016, \$79, 573 in 2017, and \$91,542 in 2018, as well as our cash reserves.

AP Pass Rates/College Readiness: In order to increase students' pass rates on the AP exam, Collegiate has incorporated several new initiatives. In 2019-20, Collegiate created a dedicated "AP Academy," designed to give students in AP courses more time for practice opportunities. After analyzing data, and conversations with students and staff, Collegiate re-sequenced our AP course offerings to better meet the needs of our students in AP courses. Additionally, Collegiate has begun administering interim assessments in our AP courses that are more closely aligned to the actual AP exams, giving our students valuable practice, and Collegiate teachers and staff the ability to respond to more relevant data with better precision and accuracy. Collegiate will continue to monitor the progress of AP pass

rates carefully over the next several years, and continue to make any adjustments necessary to support our students in their process of College Readiness.

Suspension rate: In the 2017-18 school year, we carefully reviewed and reinvented our social-emotional learning and restorative justice framework and support programs school-wide, with a focus on our most struggling students. This resulted in a dramatic reduction in out-of-school suspensions with just two out-of-school suspensions in the entire 2018-19 school year. Our success in quickly reducing our school-wide and subgroup suspension rates stems from two key changes:

- Insistence on keeping all students in class, on task: for the past two summers running, we have made teachers' mastery of our school-wide positive behavior intervention system a focal point of teacher summer professional development and of their ongoing coaching and development during the school year. We brought on a Dean of Culture & Curriculum in summer 2018 who, under the direction and guidance of the Principal, drove a dramatic reduction in classroom send-outs and suspensions by aggressively developing our teachers' skill at deescalating potentially disruptive and/or unsafe student behavior. We have paired this with a focus on social-emotional learning strategies woven into daily classes and the College Readiness and Advisory curriculum: mindfulness training for all students and staff, student skill-building at how to advocate professionally for a desired outcome, and student self-regulation tools and strategies for students struggling behaviorally.
- A focus on restorative alternatives to suspension: as detailed later in Element 10, the Charter School has shifted away from suspensions and toward alternatives to suspension that include parent/guardian meetings with the Dean or Principal, behavioral support plans, mediations, and referrals to outside counseling.

The result of these efforts is a shift in the tenor of our school's culture and a reduction in suspensions.

Student Population to Be Served

Target Population

Collegiate serves students in grade 9-12. Collegiate is located at 312 N Record Ave, Los Angeles, CA 90063 in East Los Angeles. In 2018-19, Collegiate's enrollment was 166 students: 98% Hispanic/Latino and 2% African American, with 95% FRPL, 16% EL, 17% SpEd, and 2% Foster Youth.

East Los Angeles contains 16,863 people per square mile, among the highest densities of the eastside and among the highest densities in the county. The median income of East Los Angeles is \$38,621 and 18.5% of families are headed by a single-parent. Crime reports are unavailable in this 7.47 square mile neighborhood because a large number of crime reports lack addresses.⁶

According to the Census 2017 American Community Survey, the population of zip code 90063 is 96% Hispanic/Latino, 1% Asian and 2% White, with 89% of families speaking a language

⁶ <http://maps.latimes.com/neighborhoods/>

other than English at home and 27% of families with children under the age of 18 living in poverty. For the 90063 population 25 and older, 51% are without a high school diploma. ⁷

The data above reflects community need for increased access to college preparatory secondary education East Los Angeles. Collegiate meets this need by offering a comprehensive learning experience designed to serve the needs of high school students in the target community and designed to serve to address the California priority of graduating students on time who are college and career ready.

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					
Operating year	Y1	Y2	Y3	Y4	Y5
Fiscal year	20-21	21-22	22-23	23-24	24-25
9	105	105	105	105	105
10	90	105	105	105	105
11	45	90	105	105	105
12	45	45	90	105	105
Total	285	345	405	420	420

Whereas the Charter School opened under-enrolled relative to the forecast provided in our initial five-year petition, the Charter School has successfully grown recent grade level cohorts. Word of mouth about Collegiate's success in driving breakthrough student achievement growth and the about Collegiate's 100% college acceptance rate has driven this growth in interest and enrollment, as has the mere fact that the Charter School has now been established for 4 years and is recognizable in the community.

Goals and Philosophy

Mission

Collegiate prepares all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

Vision

Designed to close the achievement gap for eastside students, our school model rests on a mission and vision that align with those of the leadership of the Los Angeles Unified School District (LAUSD). Our secondary school model is backwards-planned from what we know students must know and be able to do in order to successfully navigate the academic and social challenges that await them in college and within professional opportunities after earning their high school diplomas. At the heart of this work is our commitment to doing whatever it takes to get our students ready for on-time high school graduation, college success, and the career opportunities and challenges that await them after college.

⁷ https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Collegiate's leadership, instructional team, and operations and support staff will implement a variety of effective solutions to meet our students' needs. Employing the research-proven methods and practices of the highest-performing urban high schools, we have created a small, safe, structured environment that pushes each student to act with integrity and strive for academic excellence.

The education we deliver to each of our students prepares them to be strong lifelong learners throughout the 21st century. This in turn prepares our students to have equitable access to important professional opportunities and eventually grow into leadership roles in their communities.

An Educated Person in the 21st Century

An educated person in the 21st century must possess the essential skills and knowledge needed to thrive in higher education and the workplace and to participate in a global society. In order to do so, students must be able to apply core skills and knowledge in multiple situations to solve complex problems.

The Partnership for 21st Century Skills – an organization comprised of education, business, and civic leaders – defines the core knowledge and skills that students need “to succeed as effective citizens, workers, and leaders.”⁸ Our definition of what it means to be an educated person in the 21st century mirrors these:⁹

- Strong knowledge of broad academic content, including English language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography
- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Information, media, and technology skills
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

Dr. Tony Wagner, Co-Director of the Harvard Graduate School of Education's Change Leadership Group, underscores the importance of students' development of these skills: “Young people who are intrinsically motivated – curious, persistent, and willing to take risks – will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own – a disposition that will be increasingly important as many traditional careers disappear.”¹⁰

Developing students' skills in the realm of information, media, and technology – a focus area of the Partnership for 21st Century Skills' framework – is critical to our students' lifelong learning.¹¹ Education in the 21st century must equip students to perform a spectrum of computer-based tasks and skills – from basic typing to more sophisticated skills including conducting web-based

⁸ Partnership for 21st Century Skills Mission Statement: <http://www.p21.org/about-us/our-mission>.

⁹ We further define the bar of rigor – the level of sophistication – for these traits and skills later on in our discussion of School Culture and Core Subjects & Scope & Sequence of Standards.

¹⁰ Friedman, Thomas L. “Need a Job? Invent It.” *New York Times* 31 March 2013, New York edition: SR11. Print.

¹¹ <http://www.p21.org/about-us/p21-framework>.

research and writing, completion of computer-based assessments, coding, use of social media, and use of other technological acumen. Students must access myriad opportunities to practice and develop these skills, so that they reach college and professional careers prepared to use these skills to perform as strong students and members of the workforce.

Collegiate's mission and model of preparing our students for college and career readiness recognizes the work of David Conley, professor of Educational Policy and Leadership and Founder and Director of the Center for Educational Policy Research at the University of Oregon. In *College Knowledge* (2005), In particular, Conley describes the persistent gap between college eligibility and college readiness that undermines thousands of students annually on their paths toward college graduation. Noting the decades-long disparities between college enrollment and college persistence, Conley lays out a cogent vision and clear set of standards for what it takes to develop students' college readiness, pointing to a specific set of cultural norms and instructional practices employed by the handful of schools nationally that consistently produce alumni who persist and graduate from college. Conley describes the need for college preparatory high schools to develop "intellectually coherent" programs and sets forth a set of exit standards – Knowledge and Skills for University Success – that define what a high school senior must know and be able to do as a 21st century learner in order to be college ready.¹² Collegiate backwards-plans our academic program and support structures model to align with Conley's definition of college readiness.

How Learning Best Occurs

Our research of how learning best occurs reveals several findings regarding the instructional methodologies and school culture supports that are proven to be most effective in supporting college and career readiness among socioeconomically disadvantaged, low-achieving, and/or first generation college-going students at the high school level.

We have examined the theoretical research on cognitive, learning and development theory, as well as field practices common to high-performing urban schools that are making the greatest academic gains with disadvantaged and/or at-risk students.

These research-proven methods include:

DIRECTED INSTRUCTION

This approach is most effective in the early entry points to the school, and within intervention-based settings, as we work to efficiently remediate gaps in underlying skills and to move students quickly into more advanced learning opportunities and thus additional instructional approaches appropriate to a high school level of study.

The directed instruction behavioral theory relies on immediately observable changes in performance (e.g., assessment results) as indicators of learning. There is a focus on memory: how a student generates and stores memories and builds on prior knowledge. Robert Gagne contributes to this area with his systematic approach to instructional design and training with the nine steps of instruction:

- (1) Gain attention
- (2) Inform learner of objective
- (3) Stimulate recall of prior knowledge

¹² Conley, David. *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready*. San Francisco: Jossey-Bass, 2005. pg. 77.

- (4) Present the material
- (5) Provide guidance for learning
- (6) Elicit performance (including ample opportunities for student-centered independent work)
- (7) Provide feedback
- (8) Assess performance
- (9) Enhance retention and transfer¹³

Directed instruction models focus on teaching sequences of skills beginning with lower level skills in order to build to higher level skills as well as clearly stating skill objectives with assessments to match. This matches the needs of students who come in with significant skill gaps that disallow them from equitable access to high school level studies, and we use this method only to efficiently remediate those gaps and move students into a successful high school experience.

GRADUAL RELEASE

Learning best occurs when students receive the appropriate blend of scaffolding and independent work. Collegiate employs what is often referred to as the “Gradual Release of Cognitive Responsibility” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by ongoing teacher feedback and support.

With the Common Core, the Gradual Release model is now increasingly being used to move the cognitive work and the intellectual struggle onto students, and often over the course of several days during which students work closely with multiple texts.

Building on these theoretical foundations of how learning best occurs, Collegiate proposes to implement research-proven best practices to ensure that all students achieve academic mastery and personal success as they transition to the opportunities and responsibilities of more advanced learning in high school.

High school-appropriate engagement techniques

“Recent findings by Kristy Cooper of Michigan State University [reveal] that student engagement (versus boredom) is a key correlate of success in high school, and some teachers are much more successful at engaging their students than others.”¹⁴ Cooper’s research identifies three types of student engagement that support strong learning:

- *Behavioral*: the extent to which a student listens, does assignments, follows directions, participates
- *Cognitive*: the extent to which a student applies mental energy, thinks about content, tries to figure out new material, and grapples with mental challenges
- *Emotional*: the extent to which a student enjoys a class, feels comfortable and interested, and wants to do well¹⁵

¹³ Gagne, R. *The Conditions of Learning* (4th Ed.). New York: Holt, Rinehart & Winston, 1985.

¹⁴ Cooper, Kristy. “Eliciting Engagement in the High School Classroom: A Mixed-Methods Examination of Teaching Practices” *American Educational Research Journal*, April 2014 (Vol. 51, #2, p. 363-402).

¹⁵ Ibid.

Examining twelve engagement strategies across a host of high school classrooms, Cooper found three types of viable approaches, all which directly inform our work at Collegiate:¹⁶

- *Connective instruction*: Making personal connections to the subject matter through six teaching practices: helping students see the relevance of academic content to their lives, cultures, and futures; conveying caring for students at an academic, social, and personal level; demonstrating understanding of students; providing affirmation through praise, written feedback, and opportunities for success; using humor; and enabling self-expression by having students share ideas, opinions, and values with others
- *Academic rigor*: Emphasizing the academics of a class via three teaching practices: providing challenging work; “academic press” (emphasis on hard work and academic success); and conveying passion for the content
- *Lively teaching*: Replacing tedious lectures and low-involvement videos with three perkier teaching practices: using games and fun activities (such as academic Jeopardy and Family Feud); having students work in cooperative groups; and assigning hands-on projects

All twelve teaching practices studied within these three types of approaches were significantly correlated with student engagement and together form the basis for the majority of instructional approaches at Collegiate. Notably, connective instructional practices were *seven times* more effective at fostering student engagement than was lively teaching by itself. Cooper’s analysis emphasizes tapping into students’ identity development to increase engagement and learning: “Through emphasizing relational connections between students and their teachers, content, and learning experiences,” she says, “connective instruction practices appear to draw on students’ sense of self as a mechanism for engagement.”¹⁷

STRONG SCHOOL CULTURE

Research conducted by Harvard economist Dr. Roland Fryer reveals that establishing strong, positive achievement-oriented school culture is a key lever of academic success for college preparatory schools serving large proportions of disadvantaged students.¹⁸ Fryer’s research indicates that learning best occurs when students are immersed each day in a school culture that holds students accountable for working to meet academic and behavioral expectations, emphasizes and celebrates academic achievement, and exposes students to early college awareness. These school culture markers are integral to Collegiate’s model.

SMALL SCHOOL MODEL

Collegiate’s small school model ensures that our systems and structures for delivering personalized support to our students are informed by close student-teacher, student-leader, teacher-leader, and family-school relationships.

Maintaining small grade level cohort sizes ensures that every student has access to a faculty advisor at strategic points throughout the school day and week, that every student is known by all teachers, and that the school has a culture where students are not lost or overlooked. In this

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Roland G Fryer J. “Learning from the Successes and Failures of Charter Schools.” In: *The Hamilton Project*. Washington, D.C.; 2012. pg. 15

way, we will ensure that no student slips through the cracks and that all students are supported toward college and career readiness and high school graduation.

CULTURALLY RESPONSIVE TEACHING

Collegiate's instructional design and teacher professional development framework are grounded in the brain research of Dr. Zaretta Hammond on how culturally responsive teaching can positively impact students' academic and social-emotional development. This research posits and proves that children at a very young age develop mental models (schema) rooted in deep culture that are informed by racial, ethnic, class, and gender identities. We can tap into these identities and mental models in highly effective ways to better align our instructional methods and classroom culture to serve students in high-rigor lessons.¹⁹

The Requirements of Education Code § 47605(b)(5)(A)(ii)

Collegiate will pursue 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 will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new 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 Charter 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 Charter School will take to achieve each of the identified annual goals. We note that as required under the California Education Code, Collegiate's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Collegiate anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
All Collegiate students will have access to a quality education program taught by highly qualified and appropriately credentialed teachers which includes English Learner authorization.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" 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	
Priority 1 (Basic Services) <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> <ul style="list-style-type: none"> Collegiate hires, trains, supervises and evaluates highly qualified faculty. 	

¹⁹ Hammond, Zaretta. *Culturally Responsive Teaching & the Brain*. Thousand Oaks: Corwin, 2015.

- Collegiate 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, restorative justice, college and career-readiness, and targeted instructional strategies for ELs.

Priority 1 Outcome 2 – All students have access to standards-aligned curriculum and instructional materials.

- Collegiate purchases and replenishes standards-aligned curriculum including standards-based texts, A-G course materials, instructional technology, ELD instructional materials, and intervention and support resource materials as needed.
- Collegiate annually inventories and reviews curriculum and materials to assess needs and replenish as needed.

Priority 1 Outcome 3 – Collegiate will maintain a clean and safe school facility

- Collegiate 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 – Collegiate provides standards-aligned curriculum and instructional materials for all students, including supports for students in significant subgroups including EL and SPED.

- Collegiate provides standards-aligned instructional materials for all students.
- Collegiate 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, including A-G approved courses, AP Courses, and programs and resources as needed to support progress toward graduation.

- Collegiate administration hires, trains, supervises and evaluates highly qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.
- Collegiate counseling staff and administration review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses.
- Collegiate 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: All faculty are properly credentialed and assigned.

Metric/Method for Measuring: Percentage of courses and teachers at Collegiate appropriately assigned with appropriate credential.

APPLICABLE STUDENT GROUPS	Baseline (2018- 19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All students (including all statistically significant subgroups) have access to standards-aligned materials and technology, including support resources and personnel.

Metric/Method for Measuring: Percentage of students who have sufficient access to standards-aligned instructional materials and technology.

APPLICABLE STUDENT GROUPS	Baseline (2018- 19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 1 Outcome 3: All students have access to clean, safe, secure and well-maintained school facilities. Metric/Method for Measuring: Site inspection lists, cleaning logs, maintenance repair requests and logs, SARC annual facility inspection report.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 2 Outcome 1: Collegiate 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 (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 7 Outcome 1: All students (including all subgroups) have access to a broad course of study including A-G courses, AP courses and College Readiness. Metric/Method for Measuring: Student enrollment data, student transcripts						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
LCFF STATE PRIORITIES						
GOAL #2						
All Collegiate students are actively engaged in school on their path to high school graduation.				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						
Priority 3 (Parent Involvement) Priority 3 Outcome 1 – Collegiate maintains positive parent engagement <ul style="list-style-type: none">Collegiate maintains high parent involvement and attendance at school activities and events including parent conferences, back to school night, evening family events, and monthly parent leadership council meetings.Parents are regularly recruited to participate as committee members as representatives of parent stakeholdersCollegiate uses a variety of media to provide regular and updated school information to parents throughout the school year through phone calls and texts home, website, on-site meetings, information nights, open house, school newsletter, pamphlets and fliers posted in offices, among other methods.						

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – Collegiate maintains a high daily student attendance rate and low rate of chronic absenteeism

- Collegiate employs a full time Dean of Culture & Curriculum and a full-time Special Services Interventionist to monitor student attendance and address issues of non-attendance.
- Collegiate's Dean of Culture & Curriculum and staff support students' socio-emotional needs and implement data-proven strategies to enhance positive student engagement

Priority 5 Outcome 2 – Collegiate maintains a low student dropout rate

- Collegiate employs a full-time Dean of Culture & Curriculum and Special Services Interventionist who identify students at-risk of dropping out and implement strategies to address risk factors
- Collegiate provides intervention and support resources and personnel to students at-risk for dropping out

Priority 5 Outcome 3 – Collegiate maintains a high annual graduation rate

- See above for Specific Annual Actions and Dropout rates.

Priority 5 Outcome 4 – Collegiate maintains a low student suspension and expulsion rate

- Collegiate employs mental health support personnel, counseling staff and deans to address student discipline issues and deescalate any mental health or discipline concerns
- Collegiate provides professional development training on restorative practices to minimize the number and severity of offenses and maintain a low student suspension and expulsion rate

Priority 6 (School Climate)

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

- Collegiate administration and faculty promote a positive school culture of collaboration through open discussions, team and stakeholder meetings
- Collegiate provides an educational program that responds to students' interests and is integrated with CCSS curriculum across disciplines.
- Collegiate provides abundant opportunities for students to engage in extracurricular clubs and activities to promote positive student engagement.
- Collegiate annually administers the 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 school-wide committees and councils.

Metric/Method for Measuring: Sign in sheets and attendance rate at school events such as back to school night and parent conferences; board and committee membership.

APPLICABLE STUDENT GROUPS	Baseline (2018- 19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all Significant Subgroups)	45%	Increase parent participati on rate in school events annually (target estimated at 2-3%	Increase parent participati on rate in school events annually (target estimated at 2-3%	Increase parent participati on rate in school events annually (target estimated at 2-3%	Increase parent participatio n rate in school events annually (target estimated at 2-3%	Increase parent participation rate in school events annually (target estimated at 2-3% annually);

		annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)	annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)	annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)	annually); continue to maintain high parent- teacher conference attendance (≥90%)	continue to maintain high parent- teacher conference attendance (≥90%)
Priority 5 Outcome 1: Collegiate maintains a high daily student attendance rate and low chronic absenteeism rate. Metric/Method for Measuring: Average daily attendance rates and chronic absenteeism rates.						
APPLICABLE STUDENT GROUPS	Baseline (2017- 18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	ADA, Chronic Absenteeism, 16.0%	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)
English Learners	ADA, Chronic Absenteeism, 8.3%	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of comparison schools.	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of comparison schools.

		compariso n schools.	compariso n schools.	compariso n schools.		
Students with Disabilities	ADA, Chronic Absenteeism, 8.3%	ADA will be equal to or more than that of compariso n schools. Chronic Absenteeism will be equal to or less than that of compariso n schools.	ADA will be equal to or more than that of compariso n schools. Chronic Absenteeism will be equal to or less than that of compariso n schools.	ADA will be equal to or more than that of compariso n schools. Chronic Absenteeism will be equal to or less than that of compariso n schools.	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of comparison schools.	ADA will be equal to or more than that of comparison schools. Chronic Absenteeism will be equal to or less than that of comparison schools.
Priority 5 Outcome 2: Collegiate maintains a low student dropout rate Metric/Method for Measuring: Drop-out rate data						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
All Students (School-wide and all Statistically Significant Subgroups)	<i>Tbd with 2018-19 data</i>	<i>The dropout rate will be equal to, or less than that of compariso n schools.</i>	<i>The dropout rate will be equal to, or less than that of compariso n schools.</i>	<i>The dropout rate will be equal to, or less than that of compariso n schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>
Priority 5 Outcome 3: Maintain high graduation rates Metric/Method for Measuring: High school graduation rate						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline (2018- 19)</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
All Students (Schoolwide and all Significant Subgroups)	97%	100%	100%	100%	100%	100%
Priority 5 Outcome 4: Collegiate maintains a low student suspension and expulsion rate. Metric/Method for Measuring: Suspension and expulsion data						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline (2018- 19)</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
All Students (School-wide)	<i>Suspensi on Rate, 1.3%</i>	<i>Maintain or decrease suspensio n and expulsion</i>	<i>Maintain or decrease suspensio n and expulsion</i>	<i>Maintain or decrease suspensio n and expulsion</i>	<i>Maintain or decrease suspension and expulsion rates to be</i>	<i>Maintain or decrease suspension and expulsion rates to be the same or</i>

	Expulsion Rate, 0%	rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)
English Learners	Suspension Rate, 0% Expulsion Rate, 0.00%	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools
Students with Disabilities	Suspension Rate, 0% Expulsion Rate, 0.00%	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools	Suspension and expulsion rates will be equal to, or less than, that of comparison schools
Priority 6 Outcome 1: Collegiate provides a positive school climate with high participation on surveys and high approval ratings from faculty, staff, parents and students.						
Metric/Method for Measuring: survey participation rates and approval ratings on faculty, staff, parent, student surveys						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	30% participation 95% approval ratings	Increase stakeholder participation and maintain high approval ratings on annual surveys (>85%)	Increase stakeholder participation and maintain high approval ratings on annual surveys (>85%)	Increase stakeholder participation and maintain high approval ratings on annual surveys (>85%)	Increase stakeholder participation and maintain high approval ratings on annual surveys (>85%)	Increase stakeholder participation and maintain high approval ratings on annual surveys (>85%)
LCFF STATE PRIORITIES						

GOAL # 3											
<p>All students are on track to complete the A-G requirements and gain admission to at least one 4-year college or university.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><input type="checkbox"/> 1</td> <td style="width: 33%; text-align: center;"><input checked="" type="checkbox"/> 4</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 2</td> <td style="text-align: center;"><input type="checkbox"/> 5</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 3</td> <td style="text-align: center;"><input type="checkbox"/> 6</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p> </div>		<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	
<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										
Specific Annual Actions to Achieve Goal											
<p>Priority 4 (Pupil Achievement)</p> <p><i>Priority 4 Outcome 1 – All students school-wide and among significant subgroups make adequate progress toward proficiency on standardized assessments including CAASPP, CAA, CAST, SAT/PSAT and ACT</i></p> <ul style="list-style-type: none"> <i>All teachers engage in ongoing professional development and training in instructional strategies for CCSS in ELA/ELD, math and NGSS</i> <i>All teachers engage in ongoing professional development to target intervention for students needing additional support in reading improvement and math, including EL and SPED</i> <i>All teachers, in departments, review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly</i> <p><i>Priority 4 Outcome 2 - All students school-wide and among significant subgroups make adequate progress toward A-G completion.</i></p> <ul style="list-style-type: none"> <i>Collegiate will ensure all students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically each year.</i> <i>Collegiate will provide a broad course of study to ensure core courses are A-G approved through UC Doorways UCOP process.</i> <p><i>Priority 4 Outcome 3 – All students school-wide and among significant subgroups make adequate progress toward AP course completion and passing the AP exam.</i></p> <ul style="list-style-type: none"> <i>Collegiate will ensure all students have access to enroll in a variety of AP courses</i> <i>Collegiate will provide ongoing professional development for AP teachers and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams</i> <p><i>Priority 4 Outcome 4 – English Learners make adequate progress towards proficiency on the ELPAC and reclassification.</i></p> <ul style="list-style-type: none"> <i>Collegiate will implement the Collegiate EL Master plan as approved by LAUSD</i> <i>Collegiate will engage in ongoing EL data review and adjust program as needed to target instruction and resources toward needs of EL students</i> <i>Collegiate will ensure that all teachers of EL students have appropriate certification and are highly qualified in ELD instruction</i> <i>Collegiate will ensure ELD instruction is aligned to standards and will monitor student progress toward proficiency</i> <i>All faculty will engage in ongoing professional development to target instructional strategies for EL students as well as train in ELPAC and reclassification criteria</i> <i>Collegiate will provide ongoing multi-tiered systems of support for EL students through technology and support resources, including personnel, to address learning gaps</i> <i>Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</i> <p><i>Priority 4 Outcome 5 – Collegiate students will have work-based learning experiences.</i></p>											

- Collegiate will provide students with work-based learning experiences, including field trips to industry, guest speakers, professional industry partner panels, mentoring and advisement on student projects, internships and job-shadowing experiences

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – Collegiate will offer all students, including all subgroups, a rigorous, high-quality educational program that includes a full span of A-G courses including world languages.

- Collegiate provides professional development to teachers on CCSS, differentiating instruction, pacing, supporting multiple modalities and relevant learning experiences.
- Collegiate provides resources, technology, time and materials for all students to engage in meaningful learning experiences.

Priority 8 Outcome 2 – Collegiate provides all students with IEPs an inclusive, supportive learning environment to prepare for post-secondary education and/or meaningful careers.

- Collegiate provides differentiated instruction, depth and complexity for all students aligned to goals and outcomes in student IEPs.
- Collegiate provides technology support and resources for instructional staff to continuously monitor student achievement through ongoing benchmark assessments, RTI meetings, and other assessments and protocols.
- Collegiate provides additional support and intervention services for students including counseling/ socioemotional support, after-school tutoring, and enrichment activities.

Priority 4 Outcome 1: All students, including those in significant subgroups, meet or exceed targets on state assessments (CAASPP, CAA) for ELA and math, science (CAST), and college prep exams (SAT, ACT).

Metric/Method for Measuring: Scale scores and proficiency/growth targets, including all numerically significant student subgroups

APPLICABLE STUDENT GROUPS	Baseline (2017- 18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all Significant Subgroups) Note that ELs and SpEd are not statistically significant for one grade cohort's testing and thus are not reported; Latino (98% of enrollment) and FRPL/SED (95% of enrollment) do not have separate goals as they are equivalent to the overall schoolwide goals.	CAASPP, ELA, 77.78% CAASPP, Math, 52.78% CAST Tbd with 2019-20 results SAT, ave. 1055 % met/exc eeded on College	Meet/exce ed annual growth targets on CAASPP/C AA, and CAST, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)	Meet/exce ed annual growth targets on CAASPP/C AA, and CAST, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)	Meet/exce ed annual growth targets on CAASPP/C AA, and CAST, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)	Meet/excee d annual growth targets on CAASPP/CA A, and CAST, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)	Meet/exceed annual growth targets on CAASPP/CAA, and CAST, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)

	<i>Reading Benchmark 44%</i>					
Priority 4 Outcome 2: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements. Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU A-G requirements.						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline (2018-19)</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
All Students (School-wide and all Significant Subgroups) Same note as above re: subgroups	<i>100%</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>
Priority 4 Outcome 3: Students enrolled in AP courses make adequate progress toward AP course completion and passing the AP exam. Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
All Students (School-wide and all Significant Subgroups) Same note as above re: subgroups	<i>Tbd with 2019-20 results.</i>	<i>Meet or exceed AP test score average of comparison schools</i>	<i>Meet or exceed AP test score average of comparison schools</i>	<i>Meet or exceed AP test score average of comparison schools</i>	<i>Meet or exceed AP test score average of comparison schools</i>	<i>Meet or exceed AP test score average of comparison schools</i>
Priority 4 Outcome 4: EL students advance at least one level on the ELPAC each year; EL reclassification rates will meet or exceed comparison schools Metric/Method for Measuring: ELPAC results; EL reclassification rates						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline (2018-19)</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
EL Students	<i>ELPAC, Reclassification Rate, 22.2%</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year, and EL reclassification rate,</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year, and EL reclassification rate,</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year, and EL reclassification rate,</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year, and EL reclassification rate, will meet or exceed</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year, and EL reclassification rate, will meet or exceed comparison schools</i>

		<i>will meet or exceed comparison schools</i>	<i>will meet or exceed comparison schools</i>	<i>will meet or exceed comparison schools</i>	<i>comparison schools</i>	
Priority 8 Outcome 1: All students have access to broad course of study including world languages, technology, and the arts. Metric/Method for Measuring: Curriculum materials, student enrollment data, pacing plans, professional development materials.						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 8 Outcome 2: Students with IEPs have access to strong, supportive curriculum meeting their learning needs and IEP goals, and support resources and curriculum accommodations/modifications. Metric/Method for Measuring: IEP documentation, SPED student enrollment data and transcripts, RTI meeting notes						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
Students with IEPs	100%	100%	100%	100%	100%	100%

*Test scores currently not available.

Goals for Developing Self-Motivated Life-Long Learners

Research and learning theory have informed our program framework as the Collegiate mission and vision provide a map for how learning best occurs and how to achieve the goals of an educated person in the new millennium. Our program goals include focusing on our students' needs for academic and life success realized by appropriate preparation for, and success through, post-secondary school and meaningful careers. Our program goals are realized through providing a safe and structured environment where we are able to support students to meet academic standards articulated through California content standards proficiency, develop strong character values, and academic stamina in order to meet their own personal goals.

At Collegiate, we have some critical beliefs that our core to our model:

- ★ We believe that education is the path to equity and freedom.
- ★ We believe that every child deserves access to an excellent K-12 education.
- ★ We believe that every child can achieve at high levels when appropriately challenged and supported.
- ★ We believe that a key to success is hard work and perseverance through challenges.
- ★ We believe we must work to earn trust and build relationships with scholars, families and teammates in order to best serve the community.

Instructional Design

Key Educational Theories and Research

Collegiate's instructional design is grounded in extensive research of successful school design to meet the needs of low-income, first generation college-going students.

Harvard economist and education researcher Dr. Roland Fryer has conducted comprehensive field research to identify the common school design elements of the top urban schools that are realizing the most learning and growth with their students and that are thereby obtaining the

strongest academic achievement results. Fryer's research reveals strong findings that learning best occurs in the schools that share the following design elements:²⁰

- Focus on human capital
- Using data to drive instruction
- High-dosage tutoring
- Extended time on task
- Culture of high expectations

Focus on human capital: Fryer's analysis reveals that learning best occurs when "teachers [are] given the tools they need to succeed, including increased feedback from administrators, particularly based on class observations. New teachers especially benefit from professional development.... Schools should be encouraged to conduct weekly professional development series for all teachers, regardless of experience, with the goal of increasing the rigor of classroom instruction through methods such as lesson planning."²¹

Using data to drive instruction: Fryer's research demonstrates that frequent and strategic use of data "can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for him or her. Assessments can be used to adjust everything from tutoring to student goals. Schools should conduct regular assessments of students every four to six weeks. More in-depth assessments [should] be given several times a year, and teachers [should] meet with students individually to discuss and set goals after each of these."²²

High-dosage tutoring: Fryer's research reveals significant positive effect on student achievement outcomes when intensive tutoring programs are implemented in schools. The highly effective tutoring programs that Fryer identifies share that (a) they are staffed by qualified tutors who hold Bachelor's degrees, and (2) they use benchmark assessments to place students and/or to identify the standards or skills to be taught and practiced during tutoring.²³

Extended time on task: "To make time for increased tutoring, among other changes, the amount of time devoted to instruction should be increased," Fryer suggests. "This should be implemented both by increasing the length of the school day and by increasing the number of days in the school year. The increase in instructional time should be tailored to students' needs. For example, students struggling more in math should have additional class periods devoted to math, while those struggling more in reading should spend more time on this subject."²⁴ The Center for American Progress' research on extended time on task corroborates Fryer's findings. The Center "supports expanded learning time for high-poverty, low-performing schools by no less than 30% (equaling two hours per day or 360 hours per year) for all students in the school." They advocate for allocating the time toward offering tutoring or small-group instruction, extra time for math and literacy, longer class blocks, enrichment activities, and increased time for professional development and curriculum planning.²⁵

²⁰ Fryer, Roland. "Learning from the Successes and Failures of Charter Schools." *The Hamilton Project Update*. The Hamilton Project, September 2012. pg. 5.

²¹ Ibid, 5.

²² Ibid, 5.

²³ Ibid, 5.

²⁴ Ibid, 5.

²⁵ Hawley Miles, K. & M. Roza. "Taking Stock of the Fiscal Costs of Expanded Learning Time." Center for American Progress. July 2008. pp. 3. <http://www.americanprogress.org/issues/2008/07/pdf/elt2.pdf>.

Advisory and College Readiness are key support structures through which Collegiate builds and sustains high levels of academic achievement and development of strong social-emotional habits among our students. The Advisory and College Readiness curriculum focuses on self-reflection, goal-setting, personal organization, college-going culture and executive function, i.e. habits of perseverance, conscientiousness, self-control, curiosity and optimism.

Culture of high expectations: Fryer's research demonstrates that learning best occurs when students understand unambiguously that "they are expected to succeed and that the teachers, administrators, and other staff are there to help them succeed...Classrooms should post goals on the walls as a constant reminder of the high expectations, and schools should visibly promote a culture of going to college, by hanging posters about college and by discussing college readiness with students. Students must be cognizant of their individual goals and the steps needed to achieve them."²⁶

Implicit in Fryer's framework is the assumption that a college preparatory school is implementing a highly rigorous, college readiness-aligned course of study. An additional key influencer in our development of Collegiate's academic program is the body of work represented in David Conley's *College Knowledge*.²⁷

A comprehensive summary of years of field research, *College Knowledge* details the key practices common to high schools nationally that are graduating students who go on to successfully graduate from college. This volume surveys the research available from a host of the nation's top graduate education schools, in addition to presenting Conley's own original research, revealing key differences between high schools that succeed in preparing all students for college success and those that do not. Conley notes as paramount among these differences the existence of an intellectually coherent program of study:

High schools designed to prepare all students for college success look dramatically different from those that prepare only a portion of students. These high schools have certain key characteristics. The most important and perhaps the most often overlooked is an intellectually coherent program of study based on a curriculum that grows progressively more challenging over the years. In practice, most high school course sequences do little more than introduce new material in similar ways at all grade levels. Students are confronted with a steady stream of new dates and events to memorize, new equations and concepts to use to solve practice problems, new books and short stories to read and react to, and new vocabulary, laws, and rules in the sciences and second languages. Key skills, such as writing, are not nurtured with progressively more challenging assignments tied to a common scoring system to ensure that the same skills are developed and new skills are mastered and that students mature intellectually.²⁸

Conley in turn details his research findings specific to intellectually coherent curriculum and instruction in English Language Arts (ELA), math, science, social studies and foreign language. Conley's work informs the curriculum framework in these core subjects in the following pages.

²⁶ Fryer, 5.

²⁷ Conley, David T. *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready*. San Francisco: Jossey-Bass, 2005.

²⁸ Conley, 73.

Collegiate's instructional design reflects, in tandem, Conley's findings and Fryer's review of the schools and programs nationally and locally that are successfully preparing predominantly low-income, first generation college-going students for college success.

To examine these schools closely in developing Collegiate's instructional design, Founder and Executive Director Vanessa Jackson visited over 30 high-performing urban secondary schools nationally through the Building Excellent Schools Fellowship and has studied key levers of design and implementation across this set of schools.

As high-performing urban charter high schools demonstrate, there is a clear set of common practices that prepare traditionally "at-risk" students to achieve at the highest academic levels. Complementing the levers of achievement that Fryer and Conley identify, these successful schools' common practices include:

- A college readiness-aligned course of study and graduation requirements
- High-touch academic advising
- Excellent family communication and family engagement
- The intentional cultivation of college-going culture through an explicit program of well-codified rituals and routines
- Explicit development of student character (executive function) and leadership

Collegiate's instructional design reflects our research of educational theory and our field research of how learning best occurs. Our academic program is a reflection of extensive research on the educational theories and best practices shared by schools nationally that are meeting success in systematically ensuring that their low-income minority students successfully matriculate to and graduate from four-year colleges and universities.

Curriculum and Instruction

All Collegiate students complete a rigorous college preparatory curriculum that ensures completion of the University of California's A-G requirements. Collegiate students take classes in:

- English Language Arts
- Math, History
- Social Sciences
- Lab Science
- Languages Other than English
- Visual and Performing Arts
- Physical Education
- College Readiness

STANDARDS-ALIGNED CURRICULUM

Collegiate implements a standards-aligned curriculum and instructional practices that are designed to meet the needs of all learners as they progress toward post-secondary education. Collegiate's curriculum aligns to the following standards:

- California State Common Core Standards (hereafter “CSCCS”) for English Language Arts & Literacy in History/Social Studies and Science²⁹ and for Math³⁰
- California English Language Development Standards (CELDS)³¹ for our English Learner (EL) students
- Next Generation Science Standards (NGSS)
- Advanced Placement (AP) curriculum guidance in all AP courses

In July 2014, the California State Board of Education adopted the *English Language Arts/English Language Development Framework for California Public Schools*, which offers schools and teachers additional guidance for supporting English learners. "Bringing together the standards for English language arts and English language development will help give all students—no matter where they come from or where they live—the tools to read, write, and understand all their courses, so they will be ready for college and careers," State Schools Chief Tom Torlakson said. "The new Framework addresses the needs of our diverse student population and gives teachers a 'roadmap' for curriculum and instruction under the Common Core."³²

Starting in 2019-20, Collegiate will begin to implement the new 2019 *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)*, 2019 *California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (when published) and 2019 *Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework)*, (anticipated May 2019 adoption by State Board of Education).

Collegiate implements a backwards-design approach to standards-based planning that aligns to the aforementioned frameworks of standards. In each core content class, teachers work alongside the Principal to develop a scope and sequence of learning objectives that align to the standards that define their course content. Unit assessments every six weeks and quarterly interim assessments evaluate students' mastery of standards and relevant content. Data from these unit assessments and quarterly exams drive teachers' decisions regarding interventions, re-teaching of un-mastered content, and other planning decisions.

INTERIM ASSESSMENTS AND FREQUENT USE OF DATA

Collegiate implements an interim assessment framework across all core content areas with assessments that align to end-of-year CSCCS exams, AP exams, and the College Board SAT, so that teachers can use current and accurate data to guide instructional planning throughout the year. The assessment framework at Collegiate consists of:

Assessment Framework at Collegiate

Content area	Daily assessment	Quarterly assessment
English Language Arts	<ul style="list-style-type: none"> • Collected annotations and audit of writing progress 	<ul style="list-style-type: none"> • Midterms (Units 1,3,5 and 7) & Finals (Units 2,4,6 and 8)
Math	<ul style="list-style-type: none"> • Exit tickets 	<ul style="list-style-type: none"> • Midterms (Units 1,3,5 and 7) & Finals (Units 2,4,6 and 8)

²⁹ <http://www.cde.ca.gov/be/st/ss/documents/finalecacssstandards.pdf>.

³⁰ <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>.

³¹ <http://www.cde.ca.gov/sp/el/er/documents/nov2013impplanfinal.pdf>.

³² <http://www.cde.ca.gov/nr/ne/yr14/yr14rel73.asp>.

Content area	Daily assessment	Quarterly assessment
History and Social Sciences	<ul style="list-style-type: none"> Collected annotations and audit of writing progress 	<ul style="list-style-type: none"> Midterms (Units 1,3,5 and 7) & Finals (Units 2,4,6 and 8)
Lab Science	<ul style="list-style-type: none"> Exit tickets 	<ul style="list-style-type: none"> Midterms (Units 1,3,5 and 7) & Finals (Units 2,4,6 and 8)
Languages Other than English	<ul style="list-style-type: none"> Exit tickets 	<ul style="list-style-type: none"> Midterms (Units 1,3,5 and 7) & Finals (Units 2,4,6 and 8)

This approach ensures that teachers are frequently looking at student work and providing targeted feedback and interventions, that there is a feedback loop ensure that teachers know when to re-teach material that the whole class is struggling with, and that students feel highly accountable for mastering the material being taught.

Our interim assessment framework is further described in **Element 2/3**.

Process-based analytical writing

A student's analytical writing skills are a major predictor of their college success. Students must be able to write well. Each ELA course at Collegiate features a daily 57-minute writing workshop, wherein students learn the writing process, a six-week cycle that starts analysis of a writing prompt, development of a thesis and sub-arguments, organization of structure, collecting and synthesizing evidence, editing, and revising. The Charter School employs a universal writing rubric backwards-mapped from the CSCCS for ELA in Writing that codifies criteria for writing success and calibrating grade level standards. Students receive evaluation and grading throughout the writing process on each paper, so that they are getting systematic coaching and feedback on their mastery of the writing process which moves them over time toward producing stronger final products.

Textual analysis and use of evidence in development of assertions

Collegiate develops students' critical thinking skills by challenging them with engaging academic questions. In all text-based courses, students learn how to carefully analyze text-based evidence to develop and support claims and assertions.

Quantitative analysis and reasoning

Math instruction at Collegiate challenges students to show and explain their thinking conceptually on both formal and informal assessments. Students do not simply volunteer answers during class; they fully explain their answers, articulating all steps and explaining why they are pursued specifically problem-solving approaches in their work. In this way, students develop deeper conceptual mastery of mathematic skills and concepts, enabling them to transfer these skills to higher level math or across disciplines when they take quantitatively focused upper level math and science or social science courses in college.

Inquiry and investigative analysis

Across all disciplines, Collegiate students learn to ask essential questions and develop problem-solving and inquiry approaches to find answers to these questions. In science and math, Collegiate's curriculum emphasizes an inquiry-based approach to instruction.

Academic discourse

In college and thereafter, students enjoy significant advantages if they can speak and participate using precise, appropriate academic language to articulate and argue their ideas. In all Collegiate classes, students are held accountable for strong levels of academic discourse. In seminar, students are graded and given frequent real-time feedback on the quality of their oral contributions on a seminar rubric, one strand of which explicitly measures the quality of academic discourse the student evidences during the seminar discussion. Students are expected to use the academic language of the text at hand. Accountable talk throughout the school develops students' vocabulary, helps them formulate their thoughts and crystalize their analysis of texts and problems, and helps them prepare for performance tasks involving individual assessment and writing tasks. This has the immediate benefit of developing ELs' facility in spoken English through providing numerous opportunities for discourse in the classroom and practice with speech.

Facility with technology resources and tools

Students must be adept users of online informational resources, online academic tools and platforms, digital organizing systems, and other professional resources in order to thrive as 21st century learners and to access professional careers. Collegiate develops this core competency in students by integrating technology tools and learning concepts into the curriculum across all content areas. Students organize, write, and peer-edit their academic papers in GoogleDocs. Students check their grades online through our online grading and student information system. Students communicate requests and submit academic work using professional email. These and other practices that enhance our students' technology skills increase their college and career readiness.

Personal effectiveness through organization and time-management

At the college level, students live and work with a high degree of independence and must be able to self-manage effectively. Collegiate explicitly teaches techniques for personal organization, time-management, and goal-setting, so that our students reach college with clear protocols for planning their time, keeping track of their academic materials and deadlines, and knowing how to appropriately align their use of time each day and week to their priorities and goals.

INTERVENTIONS

Collegiate's school environment and instructional program offer students a structured and supportive high school experience to ensure that students have safety nets as they learn to navigate increasing levels of academic rigor and independence. Collegiate's approach to personalizing learning and instruction for all students across all facets of our educational model so that all learners can access our academic program is described in detail later in Element 1 under Meeting the Needs of All Students.

Course Descriptions

Collegiate's curriculum ensures that all Collegiate graduates have completed the University of California A-G requirements, that students are prepared for success on the CAASP and on the College Board SAT, and that students reach the upper grades prepared to succeed in Advanced Placement courses, should they elect into these.

Annually, and in accordance with our organizational goal for ensuring that 100% of teachers and students have access to high quality CSCCS-aligned materials per Priority #1 of the State's Eight Priorities under the Local Control Funding Formula, Collegiate's Instructional Leadership Team – the Principal and Deans of Curriculum & Instruction – work collaboratively with content

teachers to review and revise curriculum resources and materials for all courses offered. The Principal approves curriculum materials and texts for purchase, first ensuring that these materials (whether web-based or text-based) align with the course's relevant State standards or AP curriculum.

ENGLISH LANGUAGE ARTS

Every Collegiate student completes 4 years (40 credits) of college preparatory A-G English Language Arts coursework prior to graduation. Collegiate's English Language Arts curriculum is grounded in the belief that all students are capable of mastering academic English when provided intentional, vertically aligned, rigorous instruction and the necessary interventions and supports to access college preparatory curriculum. The California Common Core Standards for English Language Arts³³ serves as foundation for Collegiate's English Language Arts (ELA) curriculum, which develops students' capacity to read sophisticated nonfiction and fiction texts and to write and speak analytically about rigorous texts. ELA teachers incorporate SDAIE and ELD instructional strategies into daily lessons and student materials and assignments in order to ensure that our EL students can best access the curriculum.

All courses offered in Collegiate's ELA course sequence satisfy the A-G requirement in English (requirement B) and the sequence consists of:

Course	Course credits	Target grade
• English I-A/B: Common Core ELA – Literature & Composition	10	9 th
• English II-A/B: Common Core ELA – Literature & Composition	10	10 th
• English III-A/B: Common Core ELA – Literature & Composition	10	11 th
• English IV-A: Common Core ELA – Literature & Composition OR • Advanced Placement English A/B – Language & Composition	10	12 th
• Reading Intervention	10	9 th

Each year, a Collegiate student completes an ELA course that is comprised of a bi-weekly seminar-based literature class that emphasizes textual analysis through whole-class close readings and seminar discussions, as well as small group independent textual analysis exercises and a daily writing workshop class, in which students complete timed writings and develop analytical essays based on their literature class and history class content.

Nonfiction texts and novels for each ELA course are thematically organized into four quarter-long modules. Text selection for each module consider the following criteria: grade level text complexity; a balance of fiction and non-fiction; a balance of gender and a diversity of voices representing a spectrum of cultures, perspectives, orientations, races, ages, time-periods, and geographies; appropriate matches for mastery of individual and collective standards; age appropriateness of subject matter; and the authenticity of reading material, including published works that are typically encountered by students in daily life, such as in magazines, books or newspapers. Nonfiction text and novel selections draw from the California Common Core State Standards Recommended Reading List³⁴ and from the Advanced Placement suggested texts

³³ <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.

³⁴ <http://www.cde.ca.gov/ci/cr/rl/>.

and authors lists, as appropriate to each grade level course. The Dean of Culture and Curriculum works with English teachers to carefully select texts for each course and possible readings include:

Sample Readings for English Courses at Collegiate

Grade 9	<ul style="list-style-type: none"> • <i>The House on Mango Street</i> by Sandra Cisneros • <i>Catcher in the Rye</i> by JD Salinger • <i>The Odyssey</i> by Homer • <i>How to Read Literature Like a Professor</i> by Thomas C Foster • <i>Power of Myth</i> by Joseph Campbell • <i>Romeo and Juliet</i> by Shakespeare
Grade 10	<ul style="list-style-type: none"> • <i>Macbeth</i> by Shakespeare • <i>Heart of Darkness</i> by Joseph Conrad • <i>Things Fall Apart</i> by Chinua Achebe • <i>In the Time of the Butterflies</i> by Julia Alvarez
Grade 11	<ul style="list-style-type: none"> • <i>The Adventures of Huckleberry Finn</i> by Mark Twain • <i>The Great Gatsby</i> by F. Scot Fitzgerald • “Hills Like White Elephants” by Ernest Hemingway • Excerpted: <i>The Thing Around Your Neck</i> by Chimamanda Ngozi Adichie • “Why Chinese Mothers Are Superior” by Amy Chua • “Achievement of Desires” by Richard Rodriguez • A Latina Judge’s Voice, a lecture by Sonia Sotomayor • “Immigration Is Us,” an American Story by Deepak Chopra and co-authored by Sanjiv Chopra • Readings from the AP English Language and Composition course text list³⁵
Grade 12	<ul style="list-style-type: none"> • Excerpts from <i>The Things They Carried</i> by Tim O’Brien • <i>Fast Food Nation</i> by Eric Schlosser • <i>The Taming of the Shrew</i> by Shakespeare • <i>The Brief Wondrous Life of Oscar Wao</i> by Junot Diaz • Readings from the AP English Literature and Composition course text list³⁶

Collegiate’s course offerings in ELA include:

English I-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)

A – Literature Seminar: This component of the ninth grade ELA course is a literature-based course, which introduces basic nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this course emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this portion of the course develops ninth grade students’ ability to write clear, coherent, and focused essays that also reflect the author’s personal style. The course makes frequent use of a peer editing protocol and writer’s workshop conferencing structure. Students write five to six full-length essays over the course of the academic year.

³⁵ http://www.collegeboard.com/html/apcourseaudit/courses/english_textbook_list.html/.

³⁶ http://www.collegeboard.com/html/apcourseaudit/courses/english_lit_textbook_list.html.

English II-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)

A – Literature Seminar: This component of the tenth grade ELA course is a literature-based course, which introduces basic nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this course builds on the skills developed in the ninth grade course and emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this portion of the course develops tenth grade students' ability to write clear, coherent, and focused essays that also reflect the author's personal style. The course makes frequent use of a peer editing protocol and writer's workshop conferencing structure. Students write five to six full-length essays over the course of the academic year.

English III-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)

A – Literature Seminar: This component of this eleventh grade ELA course is a literature-based course, which introduces nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this course builds on the literacy, writing and literary analysis skills that students developed in tenth grade and emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this aspect of the course develops eleventh grade students' ability to write clear, coherent, and focused essays that also reflect the author's personal style. This course helps our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and produce expository, analytical, and research writing using text-based evidence accurately cited. Students write five full-length essays over the course of the academic year in addition to a full-length research paper.

English III-AP: AP English Language & Composition (Core/College-Preparatory)

A – Literature Seminar: AP English Language & Composition is backwards-mapped from both the AP course overview, as well as from the California Common Core Standards for English Language Arts for Grades 11-12. Students in this course read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers. Upon completing this course, students are able to: analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research, and/or personal experience; write for a variety of purposes; produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from secondary sources, cogent explanations, and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing and secondary sources; move effectively through the stages of the writing

process, with careful attention to inquiry and research, drafting, revising, editing and review; write thoughtfully about their own process of composition; revise a work to make it suitable for a different audience; analyze image as text; and evaluate and incorporate reference documents into researched papers³⁷ All students enrolled in the AP Language & Composition course are prepared to take the College Board Advanced Placement course in this subject.³⁸

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12 as well as from an approved AP syllabus, this aspect of the course develops eleventh grade students' ability to write clear, coherent, and focused essays that also reflect the author's personal style. This course helps our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and produces expository, analytical, and research writing using text-based evidence accurately cited. Students write five full-length essays over the course of the academic year in addition to a full-length research paper.

English IV-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)

A – Literature Seminar: This component of the twelfth grade ELA course is a literature-based course, which introduces nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this course builds on the literacy, writing and literary analysis skills that students developed in eleventh grade and emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B - Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this aspect of the course develops twelfth grade students' ability to write clear, coherent, and focused essays that also reflect the author's personal style. This course helps our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and produce expository, analytical, and research writing using text-based evidence accurately cited. Students write five full-length essays over the course of the academic year in addition to their college application personal statement.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Reading Intervention (Non-Core/Non-College Preparatory)

In grade 9, Collegiate offers Reading Intervention, small-group targeted remediation interventions for students requiring significant support in accessing the English I-A/B or English II-A/B curriculum. Students are assessed after matriculating to Collegiate using the NWEA MAP exam and the ELPAC in the case of EL students.

Reading Intervention offer students individualized support. Reading Intervention meets in homogeneously grouped classes of 10-20 students each in order to best differentiate lesson

³⁷ For a full course description please visit: <http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>.

³⁸ Students for whom the AP exam fee presents family financial hardship will receive financial assistance from Collegiate to defray the cost of the exam.

plans and text selection during this time to tailor it to individual students' priorities. Students have multiple opportunities to read texts that appropriately challenge their current reading levels, with an emphasis on fluency, vocabulary development, and a variety of comprehension skills. Students practice with a text, reading to self, in partners, and with the teacher. The teacher models reading and comprehension strategies heavily.

Reading Intervention also constitutes a dedicated class block built into the instructional day for identified English Learners to access ELD services and curriculum. Identified EL students have access to ELD curriculum and supports, as delineated in Meeting the Needs of All Students, during this time.

MATH

Every Collegiate student completes 4 years (40 credits) of college preparatory A-G Mathematics coursework prior to graduation. The goal of the math course of study at Collegiate is to develop students' quantitative reasoning, modeling and conceptual skills in order to prepare them for the math they encounter in college and in their careers. Collegiate's math sequence aligns to the California State Common Core Standards for Math for Grades 9-12.

The overarching goals of our math curriculum are threefold: (1) to prepare students for success on the math component of the College Board SAT; (2) to prepare students, based upon their individual course of study for success on the AP Calculus AB exam in their 12 grade year or for Calculus readiness in college; and (3) to ensure that no Collegiate graduate reaches college needing to take non-credit-bearing remedial math coursework.

The math program at Collegiate leverages a blend of text- and paper-based materials and digital platforms. Math teachers leverage a variety of Common Core-aligned resources for the teaching of the Common Core Integrated Math sequence, for example, resources like the Achievement First Public Charter Schools' platform of high school math curriculum resources. The Principal works collaboratively with math teachers at Collegiate to support their selection and integration of appropriate curriculum resources to effectively support Common Core-aligned instruction at each grade level.

All courses offered in Collegiate's Math course sequence satisfy the A-G requirement in Math (requirement C) and the sequence consists of:

Course	Credits	Target grade	Prerequisite
Math I	10	9 th	N/A
Math II	10	9 th OR 10 th	Math I OR NWEA MAP score indicating mastery of Math I content and readiness for Math II content
Math III	10	10 th OR 11 th	Math II
Math IV	10	11 th OR 12 th	Math III
Advanced Placement Calculus A/B or Calculus	10	12 th	Math IV
Math Intervention	10	9 th	None/non-core

After enrolling and matriculating at Collegiate, students complete the NWEA MAP assessment, a Common Core-aligned exam that enable us to gauge students' math proficiency and to appropriately recommend each student into an appropriate math class in the freshman year:

either Math I or Math II. Students who test and opt into Math II as ninth graders will do so understanding that their math sequence then culminates with Calculus or AP Calculus A/B in their senior year.

Collegiate's course offerings in Math include:

Math I (Core/College Preparatory)

Most recent California State Standards Test math assessment data for the middle schools in the community indicates that less than 50% of middle school students demonstrate grade level mastery in math. Recognizing that many students entering Collegiate as ninth grade students may exhibit gaps in math skills and conceptual understanding, and also recognizing the pivotal importance of strong mastery of Algebra in driving success in higher level math coursework, Students are identified for Math I using results from the NWEA MAP exam. Collegiate offers an introductory freshman math course that combines deep conceptual and procedural instruction of algebra standards with significant exposure to Common Core mathematical modeling techniques, questioning style, and conceptual frameworks. Satisfying the A-G math requirement, Math I at Collegiate is grounded in the CSCC standards for Common Core Integrated Math I. The primary objective of this course is to provide thorough instruction in seventh and eighth grade power standards and to thereby prepare students for Math II. The course incorporates significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

Math II (Core/College Preparatory)

Math II at Collegiate is grounded in the CSCC standards for Common Core Integrated Math I. As described within the CSCC framework for instruction in Higher Mathematics, "the fundamental purpose of the Math I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The scope of Math I is limited to linear and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined.

Instructional time in this course focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.³⁹

Prerequisites: Students testing proficient or above in math on the NWEA MAP exam at the outset of grade 9 may elect into Math II as ninth graders. For all other students, a passing grade in Math I (or the equivalent at another high school) is a prerequisite for Math II. Students electing into Math II as ninth graders at Collegiate do so with the understanding that they take AP Calculus A/B as twelfth graders in order to fulfill the graduation requirement of completing four years of math study.

Math III (Core/College Preparatory)

Math III at Collegiate is grounded in the CSCC standards for Common Core Integrated Math II. The focus of the Common Core Integrated Math II course is quadratic expressions, equations, and functions – comparing their characteristics and behavior to those of linear and exponential relationships from Common Core Integrated Math I and Math II. This course includes standards

³⁹ <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>, pp. 86.

from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time in this course focuses on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Prerequisite: a passing grade in Math II (or equivalent at another high school)

Math IV (Core/College Preparatory)

Math IV at Collegiate is grounded in the CSCC standards for Common Core Integrated Math III. In Math IV, students integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. In Mathematics III, instructional time focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. This course provides the final foundations for students going on to AP Calculus AB.

Prerequisite: a passing grade in Math III (or equivalent at another high school)

Calculus (Core/College Preparatory)

Calculus is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course will explore: functions, graphs, and limits; asymptotic and unbounded behavior of functions, continuity as a property of functions, derivatives and derivatives as a function, second derivatives, applications and computation of derivatives, interpretation and properties of definite integrals, the fundamental theorem of calculus, techniques and applications of anti-differentiation, and numerical approximations to definite integrals.

AP Calculus AB (Core/College Preparatory)

AP Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students' ability to draw connections among these representations are emphasized. The course explores: functions, graphs, and limits; asymptotic and unbounded behavior of functions, continuity as a property of functions, derivatives and derivatives as a function, second derivatives, applications and computation of derivatives, interpretation and properties of definite integrals, the fundamental theorem of calculus, techniques and applications of anti-differentiation, and numerical approximations to definite integrals.

As with all other AP courses at Collegiate, AP Calculus A/B students choose whether or not to take the AP exam for the course. Should they opt out of the AP Calculus exam, they instead take Calculus, a course that incorporates similar standards and content but that does not culminate in students taking the AP Calculus exam.

Prerequisite: a passing grade in Math IV (or equivalent at another high school)

Math Intervention (Non-core/Non-College Preparatory)

In grade 9, Collegiate offers Math Intervention, small-group targeted remediation interventions for students requiring significant support in accessing the Math I curriculum. Students are assessed after matriculating to Collegiate using the NWEA MAP exam. Math Intervention offers students individualized support through teacher tutoring, online learner-adaptive math curriculum through Khan Academy, and through strategic previewing of the ensuing day's Math I content so that students enter Math I each day maximally prepared to access content and succeed in mastering daily objectives.

Math Intervention meets in homogeneously grouped classes of 10-13 students each in order to best differentiate lesson plans and content during this time to tailor it to individual students' priorities.

HISTORY AND SOCIAL SCIENCES

All Collegiate students complete at minimum a three-year course of study (30 credits) in History and Social Sciences prior to graduation with an option to pursue a 4th year (for 40 credits in total). Students may take World History I in grade 9, wherein they prepare for the opportunity to elect into their first AP course as sophomores in AP World History in grade 10 with World History II as their 10th grade non-AP alternative. In grade 11, students take AP U.S. History or U.S. History. Finally, during the grade 12 year, students take US Government in their first semester and may then elect into AP US Government & Politics during their second semester or continue on with a second semester of non-AP US Government.

All courses offered in Collegiate's History and Social Sciences course sequence satisfy the A-G requirement in History and Social Sciences (requirement A) and the sequence consists of:

Course	Credits	Target grade
• World History I ⁴⁰	10	9 th
• World History II OR • Advanced Placement World History	10	10 th
• U.S. History OR • Advanced Placement U.S. History	10	11 th
• US Government for 2 semesters OR • US Government for 1 semester and Advanced Placement US Government & Politics for 1 semester	5 and 5	12 th

Through undertaking this required sequence of courses, Collegiate students reach the end of their high school trajectory having developed as strong analytical readers of social science texts, able to think and write clearly about the ideas, events, and social science frameworks of the global historical and current world.

Collegiate's course offerings in History and Social Sciences include:

World History I (Core/College-Preparatory)

Freshmen have the opportunity to take World History I. World History I focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the

⁴⁰ Students reading below or far below grade level in 9th grade may place into Reading Intervention as an alternative to the 9th grade World History I course. They would then take World History II or AP World History in 10th grade, which would ensure appropriate progress toward fulfilling the 3-year History/Social Sciences graduation requirement and the A requirement for A-G.

present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. The course encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.⁴¹

The course is structured around themes and concepts in five different chronological periods from approximately 8000 BCE to the present: (1) technological and environmental transformations (to c. 600 BCE); (2) organization and reorganization of human societies (c. 600 BCE to c. 600 CE); (3) regional and trans-regional Interactions (c. 600 CE to c. 1450); (4) global interactions (c. 1450 to c. 1750); (5) industrialization and global integration (c. 1750 to c. 1900).⁴²

Through analysis of secondary source documents, students participate in seminar cycles that require them to compare and contrast short-term and long-term effects of historical events, explain and compare multiple and diverging opinions on historical events and trends, and contextualize historical events and trends within the broader regional, national or global context. Students write extensively as part of this course.

World History II (Core/College-Preparatory)

World History II addresses focus on modern and contemporary historical movements and themes examining the period from 1900 to the present. Students learn to craft historical arguments from historical evidence, analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence, construct convincing interpretations through analysis of disparate, relevant historical evidence, evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments, and analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. Based on analysis and evaluation of historical evidence, students make supportable inferences and draw appropriate conclusions. Students also complete a full-length research paper in this class.

AP World History (Core/College-Preparatory)

In AP World History, students learn to craft historical arguments from historical evidence, analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence, construct convincing interpretations through analysis of disparate, relevant historical evidence, evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments, and analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. Based on analysis and evaluation of historical evidence, students make supportable inferences and draw appropriate conclusions. This class prepares students to take the AP World History exam. Students also complete a full-length research paper in this class.

U.S. History (Core/College-Preparatory)

This course is organized chronologically, starting with an examination of pre-Columbian societies and the early inhabitants of the Americas, moving into the Colonial era in North America, into the antebellum period, examining the period of territorial expansion and manifest destiny, and then addressing the Civil War. Students then explore Reconstruction, the new South, the development of the West and Industrialization, and then move through urbanism, populism and progressivism,

⁴¹ <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-world-history-course-overview.pdf>.

⁴² Ibid.

through 20th century history and into the present through seminar cycles and lecture series that address and explore an array of primary and secondary texts. Themes to be explored throughout the course include: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.

AP U.S. History (Core/College-Preparatory)

This course is organized chronologically, starting with an examination of pre-Columbian societies and the early inhabitants of the Americas, moving into the Colonial era in North America, into the antebellum period, examining the period of territorial expansion and manifest destiny, and then addressing the Civil War. Students then explore Reconstruction, the new South, the development of the West and Industrialization, and then move through urbanism, populism and progressivism, through 20th century history and into the present through seminar cycles and lecture series that address and explore an array of primary and secondary texts. Themes to be explored throughout the course include: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.⁴³

US Government A/B (Core/College-Preparatory)

This two-semester course gives students an analytical perspective on government and politics in the United States. They include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students successfully completing these courses know important facts, concepts, and theories pertaining to U.S. government. They analyze and interpret basic data relevant to U.S. government, including data presented in charts, tables, and other formats, and critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

AP American Government & Politics (Core/College-Preparatory)

This one-semester course gives students an analytical perspective on government and politics in the United States. They include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students successfully completing these courses learn important facts, concepts, and theories pertaining to U.S. government, analyze and interpret basic data relevant to U.S. government, including data presented in charts, tables, and other formats, and critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

⁴³ <http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf>.

Students taking the AP course understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures) and become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes in American politics and political life. Many of the topics in this course are later explored in college level political science courses that our students take once they matriculate.⁴⁴

LAB SCIENCES

Every Collegiate student completes 4 years (40 credits) of college preparatory A-G Lab Sciences coursework prior to graduation. All science courses at Collegiate are laboratory sciences and therefore fulfill the A-G lab science requirements. Collegiate's Lab Sciences curriculum culminates in students' readiness, should they elect, to take on the rigors of AP Biology and in some cases AP Physics. Collegiate's Lab Science course offerings include:

Course	Credits	Target grade
• Biology	10	9 th
• Chemistry	10	10 th
• Environmental Science OR • Advanced Placement Biology	10	12 th
• Physics OR • AP Physics	10	12 th

All students take Biology in grade 9 and Chemistry in Grade 10. This course work prepares students both for success on the end-of-grade-ten California Standards Test in Science, as well as for later success in their upper level AP science courses if they elect to enroll in one of more of these offerings. Students may take AP Biology as eleventh graders and AP Physics as twelfth graders. In grade 11, students not electing into AP Biology take Environmental Science. In grade 12, students not electing into AP Physics take Physics. In grades 9 through 12, science instruction is textbook-grounded, but experiment-based. In other words, students read about the different concepts in science as defined by the state standards. Then, these concepts come to life through investigation and experimentation. Accordingly, our upper school science classes employ a flipped classroom model: Students complete reading assignments at home in readers or online that prepare them with the scientific background knowledge to successfully participate in inquiry-based discussions and the lab experiment process in class.

Collegiate's course offerings in Lab Sciences include:

Biology (Core/College-Preparatory)

This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems, and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are

⁴⁴ <http://apcentral.collegeboard.com/apc/public/repository/ap-govt-politics-course-description.pdf>, pg. 6.

included, as is consideration of the impact of human activity on biological systems.

Chemistry (Core/College-Preparatory)

This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included. Literacy skills are also reinforced in alignment with the Common Core Literacy Standards. Chemistry culminates in a summative science unit in the spring as students prepare to take the California Standards Test in Science.

Physics (Core/College Preparatory/AP Biology (Core/College-Preparatory)

The Physics course provides students with an introductory level foundation to help students recognize the nature and scope of physics and its relationship to the other sciences. Students learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and magnetism. Students are engaged in scientific inquiry, investigations, and labs so that they develop a conceptual understanding and basic scientific skills.

Advanced Placement Biology (Core/College-Preparatory)

The AP Biology course is equivalent to a two-semester introductory college biology course. All grade 11 students at Collegiate have the opportunity to take this course, through which they learn to think like scientists and become an independent investigator through student-directed laboratory investigations. Students pose topical questions and determine the appropriate variables to investigate; they design their own experiments and procedures; and they determine how best to present their conclusions.⁴⁵ The course design places equal emphasis on students' mastery of scientific practice and content.

Environmental Science (Core/College-Preparatory)

Environmental Science is a text-based lab course in which students examine the interaction of man, industry and the physical, chemical and biological world. Environmental Science enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. The course culminates in the writing of a full-length research paper on an environmental topic such as carbon trading, water conservation, urban planning, or fracking.

Advanced Placement Physics 1 (Core/College-Preparatory)

AP Physics 1 employs the College Board's Physics 1 course. A full description of this curriculum can be found at: <http://advancesinap.collegeboard.org/math-and-science/physics>. The course will culminate in students' preparing for the highly rigorous AP Physics 1 exam, which can earn them college credits toward lower level physics courses at many four-year colleges and universities, including the Cal State and UC schools.

⁴⁵ <https://apstudent.collegeboard.org/apcourse/ap-biology>.

LANGUAGE OTHER THAN ENGLISH (FOREIGN LANGUAGE)

All Collegiate students take at least two sequenced years (20 credits) of a Language Other than English in grades 9 through 12, thereby satisfying the University of California A-G requirement for a Language Other than English (requirement E). Students are strongly encouraged to take a third sequenced year of Languages Other than English, per the A-G guidance.⁴⁶ All foreign language courses at Collegiate align to the California State Department of Education Content Standards for World Languages.⁴⁷ Courses emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition and culture. Collegiate will incorporate the new 2019 World Language Standards when published.

Collegiate offers Spanish giving students access to a four-year sequences that can take them up through Advanced Placement Spanish. The course for Spanish I through III is differentiated for native and non-native speakers. Native speakers of Spanish can progress through to AP Spanish in three years; non-native speakers can elect to complete a four-year sequence that culminates in AP Spanish.

Course	Credits	Target grade
• Spanish I OR	10	9 th or 10 th
• Spanish II OR	10	10 th or 11 th
• Spanish III OR	10	11 th or 12 th
• Spanish I for Native Speakers	15	9 th or 10 th
• Spanish II for Native Speakers	15	10 th or 11 th
• Advanced Placement Spanish Language & Composition	10	11 th or 12 th

Collegiate's course offerings in Languages Other than English include:

Spanish I (Core/College-Preparatory)

Spanish I is an introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

Spanish II (Core/College-Preparatory)

Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development.

⁴⁶ <http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/>.

⁴⁷ <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>.

Spanish III (Core/College-Preparatory)

Spanish III builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish II. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterit and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you (usted); differentiate between the two verbs "to be" ser and estar; employ double object pronouns, etc. Students also read literature in Spanish and present projects on their novel of choice in Spanish. This course is instructed exclusively in Spanish. Students who have successfully fulfilled the course requirements for Spanish III will be on track to take AP Spanish Language & Culture the next academic year

Spanish I for Native Speakers (Core/College-Preparatory)

Spanish I for Native Speakers is an intensive and accelerated introduction to Spanish offered to best serve those students who Speak Spanish at home and/or have had significant native language exposure. Spanish I for Native Speakers emphasizes communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

Spanish II for Native Speakers (Core/College-Preparatory)

Spanish II for Native Speakers builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I for Native Speakers. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development. Students who have successfully fulfilled the course requirements for Spanish II for Native Speakers will be on track to take AP Spanish Language & Culture the next academic year.

AP Spanish Language & Culture (Core/College-Preparatory)

AP Spanish Language & Culture covers the equivalent of a fourth-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish III or Spanish II for Native Speakers or equivalent courses at other high schools. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course.

Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

VISUAL AND PERFORMING ARTS

Every Collegiate student completes 1 year (10 credits) of college preparatory A-G Visual & Performing Arts coursework prior to graduation.

Visual and Performing Arts I (Core/College-Preparatory)

Every student at Collegiate completes a year-long Visual and Performing Arts class during their freshman or sophomore year that satisfy the University of California's A-G requirement in Visual and Performing Arts (requirement F). Students may select among a core offering of options annually that may include Theater, Music, Fine Arts and/or Dance. All courses in each Visual and Performing Arts elective choice align to the California State Content Standards for Visual and Performing Arts.⁴⁸

Key objectives of our arts classes at all grade levels include developing students' ability to:

- Understand, appreciate, and be able to interpret the arts
- Demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- Participate in artistic activities and events
- Understand the role that the arts have played in history as well as its relationship to other academic disciplines

Starting in the 2019-20 school year, Collegiate will begin to incorporate the new 2019 Arts Standards.

Visual and Performing Arts II & III (Core/College-Preparatory)

Students at Collegiate may continue on in Visual and Performing Arts classes in grades 10 through 12 in Visual and Performing Arts II and III. Students may select among a core offering of options annually that may include Theater, Music, Fine Arts and/or Dance. All courses in each Visual and Performing Arts elective choice align to the California State Content Standards for Visual and Performing Arts. The level of proficiency, sophistication, and rigor that students are challenged to in the level II and level III courses exceed that of the level I course while spiraling in the standards:

- Understand, appreciate, and be able to interpret the arts
- Demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- Participate in artistic activities and events
- Understand the role that the arts have played in history as well as its relationship to other academic disciplines

Prerequisite for Visual and Performing Arts II: Visual and Performing Arts I; prerequisite for Visual and Performing Arts III: Visual and Performing Arts II.

⁴⁸ <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>.

PHYSICAL EDUCATION

Every student at Collegiate completes two years (10 credits) of Physical Education before graduating.

Team Sports (Non-Core/Non-College-Preparatory)

Students may elect to participate in a Team Sport during Period 7. This is an opportunity for students to play a sport and compete on a team. Skills and concepts developed during these sports practices align to the *Physical Education Model for Content Standards for California Public Schools*.

Physical Education I & II (Non-Core/Non-College-Preparatory)

Alternatively, students may opt into Physical Education I and Physical Education II to fulfill the graduation requirement for Physical Education. This is an opportunity for students to develop physical skills, knowledge and habits for healthy lives. Skills and concepts developed during these sports practices align to the *Physical Education Model for Content Standards for California Public Schools*.

COLLEGE READINESS

Knowing that the majority of our students are the first in their families to attend college, Collegiate invests in college-going culture-building infrastructure, early college awareness, and college access supports at all grade levels. The cornerstone of this work is our innovative four-year College Readiness course sequence.

In this sequence, which all students complete in grades 9 through 12, students acquire the tools and information to take control of their academic futures and successfully navigate the path to and through college. The College Readiness course sequence exposes students to the information and concepts they need in order to then iteratively practice habits of success throughout their high school careers, supported in their advisories. Students also complete a health education curriculum through this course sequence.

The goals of the College Readiness sequence are:

- Students can explain the relationship between hard work, GPA, college access, and financial aid
- Students can identify opportunities to leverage available resources and supports and can use data develop long-term action plans for improving their academic outcomes
- Students develop strong, age-appropriate knowledge of human physical, social and sexual health
- Students can identify two to three professional industry-specific roles that interest them as long-term careers, as well as the college studies and extracurricular opportunities they must focus on to access these paths and secure these roles
- Students are strong high-stakes College Board SAT test-takers
- Students can explain and research important indicators of college quality and college match and can determine whether a college may be a good fit for them
- Students can independently manage the high-stakes college application and admissions process
- Students graduate from Collegiate having developed a detailed and action-oriented college matriculation plan

Moreover, weekly in each grade level's College Readiness course, student engage in an advisory structure, during which the exclusive focus is the development of key metacognitive and executive functioning skills:

- **Self-reflection and goal-setting:** Develop in students the habit of monitoring and analyzing their own academic performance and progress on a frequent basis in order to identify important priorities and trends, set short- and long-term goals, and develop action steps for improvement and for working toward goals.
- **Personal organization:** Equip students with the habit of keeping a study schedule and organizational system for papers and digital files and content that allows them to balance their priorities, be resourceful, and accomplish tasks on time.
- **College-going culture:** Provide students with opportunities to learn about college and about specific colleges that they may want to consider, in the process teaching them about the different admissions requirements and reinforcing the importance of academic achievement in high school.
- **Executive function:** Provide a small-group setting for students to read, discuss and reflect on their actions and choices using the Duckworth framework that considers students' development of the habits of perseverance, conscientiousness, self-control, curiosity, and optimism. Develop a culture of peer accountability and camaraderie within the advisory that cultivates these traits in students.

The College Readiness course sequence borrows from similar innovative models at top urban college preparatory high schools nationally, including Achievement First Brooklyn High School, YES Prep in Houston, KIPP High School in Houston, and Boston Collegiate Charter School. The course sequence exists to ensure that all students have the foundational knowledge and support to reach their twelfth grade year in strong academic standing, on track to be competitive at the colleges they wish to attend. The table below depicts the thematic focus for each year of the course.

Collegiate College Readiness Seminar Sequence

Course	Focus/routines	Student products	Credits	Target grade
College Readiness I: Early College Awareness	<ul style="list-style-type: none"> • Seven Habits of Highly Effective Teens • GPA and graduation • Summer programs 	<ul style="list-style-type: none"> • Weekly academic reflection • Weekly SMART goals • Summer programs applications 	5	9 th
College Readiness II: Professional Careers	<ul style="list-style-type: none"> • College knowledge • GPA and admissibility • Professional careers 	<ul style="list-style-type: none"> • Weekly academic reflection • Weekly SMART goals • Summer programs applications 	5	10 th
College Readiness III: SAT Prep	<ul style="list-style-type: none"> • SAT and admissibility • SAT Critical Reading prep • SAT Math prep 	<ul style="list-style-type: none"> • 2 College Board SAT exams • Junior College Portfolio • Summer programs applications 	10	11 th
College Readiness IV: College Admissions	<ul style="list-style-type: none"> • Best-fit colleges/research • Financial aid • Financial planning for college • Transition/matriculation 	<ul style="list-style-type: none"> • College list • Personal statement • College applications • Financial aid plan • Senior Signing Day speech 	10	12 th

Collegiate's course offerings in College Readiness include:

College Readiness I: Early College Awareness (Non-Core/Non-College-Preparatory)

This course focuses on developing ninth graders' investment in academic performance and academic awareness. During students' first year of high school, the College Readiness I course supports their development of greater levels of academic independence and personal investment in learning and the college path. The explicit instruction around the ramifications of performance in all courses in grade 9 through 12 provided in the College Readiness Seminar help our students understand the relationship between a rigorous high school experience and college persistence. Students master foundational skills and concepts like GPA, cumulative GPA, college admissibility, graduation rates, cost of attendance, and financial aid. Students complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals.

College Readiness II: Professional Careers (Non-Core/Non-College-Preparatory)

In 10th grade, the focus of the course shifts and the sophistication of course concepts and assignments increase. Students continue to complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals. They also research a number of college programs, are introduced to a breadth of professional industries, and explore through internet research a variety of professional careers. The objective of this grade 10 course is to develop students' appreciation for the types of professional careers and industries accessible to college graduates and the types of college programs and extracurricular activities students would want to pursue in order to access these career opportunities. The course culminates in all tenth grade students' applying to selective summer programs, internships, and jobs that they may then pursue during the summer weeks.⁴⁹

College Readiness III: SAT Prep (Non-Core/Non-College-Preparatory)

College Readiness III offers students an extensive program of SAT preparation. The course devotes two days weekly to SAT math practice and two days weekly to SAT Critical Reading practice. Students learn strategic annotation and problem-solving skills and time-management skills and practice with SAT vocabulary, completing timed drills and working to increase their speed and accuracy. The grade 11 College Readiness course is also the grade level course in which students, as they may elect, complete their summer program, internship and job applications.

College Readiness IV: College Admissions (Non-Core/Non-College-Preparatory)

In 12th grade, the College Readiness IV class guides students and families through every step of the college application process, including writing personal statements, requesting recommendations, compiling and writing supplemental materials including transcripts and Common Application supplementals, and comparing sample anonymous financial aid packages.

Each student completes at least one application for admission to a four-year, accredited college or university of their choice. The Director of School Operations works with families to secure fee waivers for all eligible students and families to ensure that students can submit the complete application(s) to college(s) at no financial cost should they so choose. Any college application fees not covered by waivers are paid for by Collegiate.

⁴⁹ While ultimately students' acceptance to or participation in these programs and internships is not a school requirement, we will encourage all students to participate and will coordinate with families to match students with programs that consider their summer travel or student work plans.

In the spring semester, once students have begun to secure acceptances, college readiness shifts to a transitions class to ensure that students are academically, financially, and socially prepared for what they encounter on campus. The class culminates in students' preparation of their Senior Signing Day speeches, orations that they have the opportunity to deliver at Senior Signing Day – a whole-school community college-going culture-building ritual when students discuss their paths to college or college choices and announce where they will attend.⁵⁰ Any Collegiate student who decides not to attend college will have the option of completing an alternative assignment for parity credit in the course.

Innovative Curricular Components of the Education Program

Collegiate's educational program includes a number of research-based and innovative curricular practices and components, as well as intervention and enrichment programs, that are grounded in a backwards-design model that uses standards, assessment, and data to inform instruction, advising, and interventions. These include:

- A longer school day and year
- A focus on high-dosage literacy exposure and skill-building
- A four-year College Readiness course sequence that incorporates a school-wide advisory system and culminates with students completing an application to a four-year college or university.
- A daily and weekly schedule that ensures AP access for all

Intervention and Enrichment Programs

As described above, the school offers a number of intervention and enrichment programs in the core schedule. Detailed above, these include:

- Reading Intervention and Math Intervention for students performing below or far below grade level
- Arts and sports electives to fulfill the VAPA and Physical Education requirements, respectively
- A 4-year College Readiness course sequence to develop students' metacognitive skills and to support the to-and-through college and career process for each student
- Advisory time each week during the College Readiness class to support students' development of important SEL skills

In addition, the school offers daily teacher tutoring hours during the lunch block when teachers are scheduled to be available in their classrooms to work with students one-on-one or in small groups. During lunch the school also runs a myriad of student-led clubs including Student Government, Karaoke Club, Korean Culture Appreciation Club, Gaming Club, and Fashion Club.

⁵⁰ <http://www.achievementfirst.org/about-us/achievement-first-videos/video/21087/>.

Curricular and Instructional Materials

Instructional Materials

Content Area	High School (9 th -12 th) Instructional Materials
English Language Arts	<ul style="list-style-type: none"> • Achievement First High School English Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) • Textbooks approved by the College Board for Advanced Placement Language and Composition. • Common Core recommended texts • quill.com • Sadlier vocabulary
ELD	<ul style="list-style-type: none"> • Houghton Mifflin System 44 • Houghton Mifflin Read 180 • DuoLingo
Math	<ul style="list-style-type: none"> • Achievement First High School Math Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) • Pearson Integrated High School Math • Khan Academy • Algebra II – Houghton Mifflin • Textbooks approved by the College Board for Advanced Placement Calculus AB
Social Studies/History	<ul style="list-style-type: none"> • Achievement First High School History Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) • Textbooks approved by the College Board for Advanced Placement World History, US History, US Government
Science	<ul style="list-style-type: none"> • Achievement First High School Science Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) • Textbooks approved by the College Board for Advanced Placement Biology and Physics 1
Language Other Than English	<ul style="list-style-type: none"> • Descubre 1, Vista Higher Learning, for Spanish I • Descubre 2 for Spanish II, Spanish N I • Descubre 3 for Spanish III, Spanish N II • Temas and AP Spanish Language and Culture Exam Preparation, both from Vista Higher Learning, for AP Spanish
Art	Teacher-created materials, varies by subject

Comprehensive Course List

Collegiate offers the following courses at the following grade levels:

Collegiate Course Offerings⁵¹

Subject area	9 th grade		10 th grade		11 th grade		12 th grade	
	1 st sem.	2 nd sem.	1 st sem.	2 nd sem.	1 st sem.	2 nd sem.	1 st sem.	2 nd sem.
English Language Art⁵²	English I-A/B: Common Core ELA – Literature & Composition		English II-A/B: Common Core ELA – Literature & Composition		English III-A/B: Common Core ELA – Literature & Composition		English IV-A/B: Common Core ELA – Literature & Composition OR Advanced Placement English Language & Composition	
Math	Math I OR Math II		Math II OR Math III		Math III OR Math IV		Math IV, Calculus OR AP Calculus A/B	
History/ Social Sciences	World History I		World History II OR AP World History		U.S. History OR AP U.S. History		US Gov.'t A	US Government B OR AP US Gov.'t & Politics
Lab Science	Biology		Chemistry		Environmental Science OR AP Biology		Physics OR AP Physics	
Languages Other than English	Spanish I OR Spanish I for Native Speakers		Spanish I OR II OR Spanish I OR II for Native Speakers		Spanish II OR III OR Spanish II for Native Speakers		Spanish III OR AP Spanish	
Visual and Performing Arts	Visual and Performing Arts I		Visual and Performing Arts I OR II		Visual and Performing Arts II OR III		Visual and Performing Arts II OR III	
Physical Education	Physical Education I		Physical Education I OR II		Physical Education II		Physical Education II	
	Team Sports - Fall	Team Sports - Spring	Team Sports - Fall	Team Sports - Spring	Team Sports - Fall	Team Sports - Spring	Team Sports - Fall	Team Sports - Spring
College Readiness	College Readiness I: Early College Awareness		College Readiness II: Professional Careers		College Readiness III: SAT Prep		College Readiness IV: College Admissions	
Interventions	Reading Intervention (includes ELD instruction)		Reading Intervention (includes ELD instruction)		Reading Intervention (includes ELD instruction)		Reading Intervention (includes ELD instruction)	
	Math Intervention							

Instructional Methods and Strategies

The instructional methodologies and strategies Collegiate employs are research-proven and highly coachable methods for teachers to maximize students' skills and content mastery for all types of learners while at the same time maximizing student engagement and fostering increasing levels of intellectual and social-emotional independence. Core strategies that define Collegiate's instructional approach across all grade levels and classrooms include:

- Text in every discipline
- Socratic seminar
- Explicit vocabulary instruction

⁵¹ Light blue shading indicates core/college preparatory courses.

⁵² English Language Development programming will be accessible to all students requiring ELD services during the daily Reading Intervention.

- Teachers showing their thinking
- Taxonomy of effective teaching (Doug Lemov strategies)
- Intentional and varied lesson formats
- Extended and differentiated independent practice

Text in Every Discipline

Collegiate's educational program incorporates text and textual analysis into every class at every grade level at every discipline. Students read novels and nonfiction texts in their ELA and History, and Social Sciences courses. They read for scientific information in their science courses. They tackle word problems in their math courses and read a spectrum of human interest stories and social science articles in their College Readiness sequence courses. Rather than passively listening, for information from teachers or videos, students read for significant portions of the information they need on a weekly basis in order to access content.

Increasing our students' exposure to a wide variety of texts of varied genres, styles, and levels of lexical complexity on a daily basis, we quickly build their reading skills and accustom them to the volume of reading they need to handle when they matriculate to college.

As part of Collegiate's emphasis on exposing students to a breadth of genres, styles, and texts, we use Control-the-Game reading frequently across the majority of our classrooms. Control-the-Game is a pedagogical technique that makes reading instruction productive and accountable.⁵³ In Control-the-Game, the teacher selects a passage for the class to read aloud together. Typically, the teacher plans out ahead of time segments of the passage for reading by different students. The teacher cold-call students to read and students are expected to pick up immediately when their turn is called, which means that students must follow along in the text as others read and are therefore accountable for reading silently while they hear the text read out loud by another. The teacher frequently starts first, modeling how good readers use intonation and expression and stop at the end of a sentence. The teacher has different students read varied lengths of text depending on their fluency. The teacher stops a student and has him go back and read a sentence over again if they misread or struggle to read fluently the first time. The teacher also has preplanned scripted questions to stop and ask as checks for understanding, to model the types of questions good readers ask themselves as they read, and to push students toward higher levels of comprehension as they read together. Control-the-Game is a core emphasis of professional development in years 1 and 2 of Collegiate's growth.

Socratic Seminar

Reading and writing plays a central role in the daily lives of Collegiate students. Whether a new English Learner or a native English reader of above grade level texts, every student at Collegiate has ample time and support built into their daily schedules in all grades to develop their literacy skills. Learning to read and write about a breadth of college level texts in fiction and nonfiction genres not only prepare our students for success on the CAASPP, SAT and AP exams; it sets them up for the types of texts and writing assignments they undertake their freshman year of college.

The core of our literacy program lives in the English sequence, the Writing sequence, and the History/Social Science sequence. Literacy also emphasizes through the Science curriculum. At each grade level, students take an English course, a writing course, and a history/social sciences course. Borrowing from the Achievement First Socratic seminar cycle model, Collegiate's seminar cycles integrate the three humanities courses required of all Collegiate

⁵³ Lemov, Doug. *Teach Like a Champion*. San Francisco: Jossey-Bass, 2010. pg. 253.

scholars – literature, history and composition – into a series of 12 coordinated cycles throughout the school year. Each cycle requires major collaboration among humanities teachers⁵⁴ and move students through the following stages: directed reading and annotation, interpretive seminar discussion, summative writing, and evaluative discussion. Every three weeks, the process culminates in a formal, evidence-based essay required from every student at the close of each cycle.⁵⁵

This approach, in particular, supports our EL population's language development by providing all students ample opportunities to practice with reading, speaking, and listening. The Socratic Seminar method ensures that students are practicing active listening and encourages students to carefully formulate their thoughts and oral contributions. To this end, ELs are paired with native English speakers during seminar preparatory pair-shares. During this time early on in the class period, students work in pairs to discuss and compare their textual annotations and prepare their oral comments. In this way, ELs receive additional opportunities to practice with content-based speech and language leading up to the formal seminar.

Collegiate's adoption of the Socratic seminar method recognizes two realities of our students' literacy needs: (1) Common Core requires our students to read, think, speak, and write about complex text in a far more evidence-based and nuanced way than did previous standards for secondary ELA instruction; and (2) many of our students – in particular our EL students – can benefit tremendously from an instructional format in literacy-based courses that emphasizes close reading and provides students with multiple opportunities to practice speaking Standard American English in an academic context.

Therefore, to better prepare students for the structure of post-secondary learning, Collegiate humanities courses feature seminar-style teaching. This style is a commonly recognized emerging best practice for teaching Common Core ELA skills. By shifting from the typical questions asked of high school students (e.g., "What do you think about this reading?") to those generally posed to college students (e.g., "What are the author's core arguments?" or "How could this be interpreted differently?"), the framework ensures that students are able to:

- Use evidence to support their opinions
- Listen carefully to the ideas of their peers
- Synthesize multiple points of view into a more complex understanding of the text
- Comprehend and engage with increasingly sophisticated text using skills of focused annotation and habits of critical thinking
- Construct college-preparatory papers that put forth scholarly assertions backed by a coherent and compelling body of evidence

By the end of the school year, each student has produced 12 evidence-based essays – measurable signposts on his or her path to college.

⁵⁴ To enable cross-content collaboration, weekly co-planning time for English and History/Social Science teachers will be built into Collegiate's weekly schedule.

⁵⁵ <http://www.achievementfirst.org/high-school/academic-rigor/pba-system/seminar-cycle/>.

Explicit Vocabulary Instruction

Vocabulary development is of paramount importance at all levels of education. Indeed, breadth of vocabulary has been repeatedly pointed to as the single greatest predictor of SAT success and in turn college success nationally and for decades. Collegiate employs a research-proven, structured, and school-wide system of explicit vocabulary instruction across all content classes at all grade levels. The highlights of the whole-school vocabulary program includes:

- Explicit SAT vocabulary instruction through guided reading and through the College Readiness sequence
- Word walls with content-specific Tier II and Tier III vocabulary in every classroom
- Vocabulary lists with every text in all humanities, science, and College Readiness sequence courses weekly
- Vocabulary assessment in every class on weekly Show-What-You-Know quizzes
- Vocabulary competitions each quarter

Teachers Showing Their Thinking

Collegiate teachers become experts at modeling strong critical thinking and analysis in their respective content areas through delivering think-alouds whenever they introduce new material or concepts. Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally or performing a math problem. The goal of the verbalization is to narrate everything the reader or problem-solver is thinking or doing, describing things they are doing as they read to monitor their comprehension or the conceptual logic of their procedures. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. This, in turn, pushes students toward stronger modes of student talk.

The Taxonomy of Effective Teaching (Doug Lemov)

Collegiate teachers at all grade levels use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations and build high levels of student engagement.⁵⁶ These techniques can be categorized into three areas: behavioral, academic, and advanced (applied to both behavior and academics). Drawing from the *Taxonomy of Effective Teaching Practices* as outlined in **Error! Reference source not found.**, Collegiate trains teachers in a variety of academic, behavioral, and advanced (applied to both behavior and academics) instructional techniques that reinforce student expectations and build high levels of student engagement.⁵⁷

⁵⁶ Instructional methods adapted from Doug Lemov's *Taxonomy of Effective Teaching Practices* trainings and *Teach Like a Champion: 49 Techniques that Put Students on a Path to College*. San Francisco, CA: Jossey Bass, 2010.

⁵⁷ Ibid.

Taxonomy of Effective Teaching Practices

100%	Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning using the least invasive form of intervention, relying on firm, calm finesse, and making compliance visible.
Sweat the details	Approach that encourages teachers to enforce 100% compliance of every expectation, including aspects that may seem minor.
Positive Framing	Method of making corrections consistently and positively that includes narrating the behaviors you expect to see and expectations you want students to meet.
Cold Call	Practice of calling on students regardless of whether they have raised their hands in order to make engaged participation the expectation.
Stretch It	Technique in which a teacher challenges and strengthens a student's understanding of a concept by asking them to explain how they arrived at an answer or asking them to answer a harder question that builds off that same concept or standard.
Ratio	Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead.
Right Is Right	Teaching standard in which the teacher refuses to accept partial answers or close answers that may not be technically correct. Instead the teacher continues to engage the class until the absolute correct answer is given.
Precise Praise	Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine.

Intentional and Varied Lesson Formats

Collegiate recognizes that students must be accustomed to receiving and processing information through a variety of media and communication formats. Collegiate's class structure and lesson formats are intentionally varied and aligned to content specifics. This approach borrows from the work of North Star Academy High School in Newark, NJ, one of the highest-performing urban charter schools nationally. North Star's team has worked to develop a battery of five core lesson formats which teachers use when planning lessons. These five formats constitute the five lesson formats teachers at Collegiate employ and are summarized in **Error! Reference source not found..**

Collegiate's Five Lesson Types

Lesson type	Description	Appropriate usage
I-We-You	Traditional Gradual Release with modeled and guided practice	<ul style="list-style-type: none"> Introduction to new material in math class for exposing students to a new skill/concept/ property
Flipped Classroom	Students complete significant pre-reading and pre-work at home and come to class prepared to conduct an experiment or other inquiry-based activity	<ul style="list-style-type: none"> Science lab day: students complete pre-reading to acquire key background information and then conducts experiment independently generating findings and conclusions

Lesson type	Description	Appropriate usage
College Lecture	Students practice taking formal notes while the teacher lectures	<ul style="list-style-type: none"> • Summary or overview of a historical period • Summary of accepted literary analysis for a given work of fiction
Seminar	Students conduct a primarily student-led and text-based discussion of an essential question; teacher directs the conversation only as needed	<ul style="list-style-type: none"> • Students carefully analyze and process the literal and figurative meanings of a sophisticated text, identifying key information and making inferences before they can effectively write a paper about the text
Workshop	Students work independently on laptops through an assignment (e.g., an essay); teacher conferences with individual students throughout the class period to provide immediate feedback on quality of work	<ul style="list-style-type: none"> • Students work independently or in small groups with spurts of teacher guidance

Through the implementation of this variety of lesson types, Collegiate ensures that teachers are delivering strong content information while also providing opportunities for students to practice inquiry and critical thinking skills. This approach helps protect our instructional program from relying on rote memorization and procedures-based instruction and ensures that we are constantly pushing our students toward greater degrees of academic independence and intellectual leadership in our classrooms.

Extended and Differentiated Independent Practice

Across Collegiate's core courses in ELA, math, Science, and History and Social Sciences time on task is protected in all classes for students to engage in rigorous, meaningful and independent academic tasks for sustained periods of time each day. Teachers prioritize independent work for each student, extended laboratory time in science courses, and extended seminar time in humanities courses. For example, a math teacher may spend 10 minutes of a lesson introducing a new mathematical concept and corresponding problem-solving procedures and then release students into scaffolded independent work for a full 40 minutes of practice time to work individually or in small groups or partner pairs before reconvening the class for an exit ticket. This affords the teacher to work more intensively with the more struggling students in the class to support and guide as needed while more advanced students forge ahead.

How the School's Instructional Methodologies and Curriculum Will Ensure Student Mastery of the California CCSS and Other State Content Standards

All of Collegiate's courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CCSS) (www.corestandards.org) and Next Generation Science Standards (NGSS). Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CCSS standards, CA English Language Development standards, and designing lesson plans that ensure alignment to both.

How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology

Collegiate's instructional program incorporates technology instruction and use of key technology platforms for school-wide systems for student communication and progress tracking in a number of facets of the school day and curriculum. Ultimately, we seek to ensure that our students have the 21st century skills needed to succeed in a college preparatory high school. Accordingly, Collegiate holds school-wide expectations in key areas of use of technology, so that we can ensure that our students are adept at using the tools they need to be successful in college and in their careers.

School-Wide Technology Expectations

	Expectation
Testing	<ul style="list-style-type: none">• Students take the NWEA MAP assessment online• Students take mock CAASPP and (interim assessments) online• Whole-school use of Illuminate's data and assessment platform to generate standards-aligned interim assessments and for analysis of interim assessment data
Submission of written work	<ul style="list-style-type: none">• Formal writing assignments (process-based assessments, research paper, personal statements) completed in GoogleDocs and shared with instructor
Monitoring grades	<ul style="list-style-type: none">• Students accountable for checking grades online weekly in student information system's online grades platform
Communicating with teachers outside of school	<ul style="list-style-type: none">• Students taught to communicate formally and professionally via email with teachers as their first resort when asking for help or clarification, requesting a recommendation or scheduling a meeting time
Submitting applications	<ul style="list-style-type: none">• Students with staff support submit all college applications and FAFSA online• Students with staff support apply for all school opportunities (summer programs, enrichment, electives, etc.) and leadership roles through an online system
Curriculum	<ul style="list-style-type: none">• Students leverage Khan Academy and watch the relevant video segments before reaching out to a teacher in the evening for math help• Teachers use a spectrum of programs in an online platform to differentiate independent practice to meet a spectrum of students' needs

These shared expectations are held by all teachers and reinforced by all Charter School leaders.

Recognizing that not all families have access to a home computer, the daily schedule for students at all grade levels reflects time when students have access to the Collegiate's Chromebook fleet. The Charter School has invested in a one-to-one Chromebook computing program and has laptop carts and the significant broadband infrastructure as necessary, in order to ensure that all students have access to computers at appropriate times of the school day and school year. Students have access to Chromebooks during class time when appropriate, as well as during tutoring and in advisory during the College Readiness class. Collegiate teachers offer printed materials for student to work from at home in cases where students do not have adequate access to a computer and/or internet in their homes and need access to materials in order to complete any assigned work.

Beyond Collegiate's shared expectations for technology use, the curriculum in individual disciplines and classes incorporate technology instruction in other key ways. In humanities classes, students receive reading assignments from online sources and learn how to conduct sound online research, discerning among credible and non-credible sources, learning how to cite online sources, and becoming adept at navigating through a barrage of information to clear resources on relevant course topics. In math intervention classes, teachers leverage Khan

Academy's platform to individualize instruction, particularly in the lower school's math remediation program.

In SAT Prep, juniors utilize Khan Academy's College Board SAT prep partnership program to practice SAT problems, address misunderstandings, and refresh lower grade content knowledge. In the College Readiness sequence courses, students conduct extensive online research of summer programs and professional internships, build their familiarity with online sites that provide intelligence on college options, and learn to craft a polished resume in GoogleDocs and publish to PDF or Word.

Our ultimate goal in designing our technology platform is to ensure that all of our students graduate from Collegiate having mastered the research, communication, and blended learning skills they need in order to be well-positioned in the college admissions process, in college, and in the professional world.

Graduation Requirements

As a public charter school and as a Local Educational Agency, Collegiate has set graduation requirements that best support our students as we realize the school's mission of preparing 100% of our students for college and career success. Collegiate's graduation requirements include:

- Completion of a course of study that includes the A-G requirements
- Completion of a set of college preparatory assessments
- Complete an application for at least one nonprofit, four-year college or university⁵⁸

Collegiate's graduation requirements reflect the school's commitment to holding high expectations for academic achievement for all students so that all students reach graduation ready to successfully transition to college. Collegiate's graduation requirements equally reflect the school's commitment to ensuring access for all types of learners and to supporting all learners – no matter their incoming skill levels or levels of cognitive and/or social ability or disability – to succeed on a path toward college and career readiness.

To earn a high school diploma from Collegiate, a student must complete 230 credits of the following course of study. A student must earn a grade of 70% or higher or a grade of C- (for letter-graded courses) or Credit (for Credit/No Credit Yet-graded courses) in each course in order to earn credit for the course:

- 40 credits of core English Language Arts coursework
- 40 credits of core Math coursework to and through Common Core Integrated Math IV
- 30 credits of History and Social Sciences including at least one year of World History and Geography, at least one year of U.S. History, and at least one year American Government
- 40 Credits of Lab Sciences including at least one year of biological sciences and least one year of physical sciences
- 20 credits of a Language Other than English fulfilled by completing at least two sequential years of the same language; three or more years are highly recommended⁵⁹
- 10 credits of Visual and Performing Arts

⁵⁸ In College Readiness IV, each student will complete a full application to a four-year college as part of the graduation requirements for Collegiate. A student need not submit the application in order to meet the graduation requirement.

⁵⁹ Students who take Spanish for Native Speakers I and II will have the opportunity to complete three years' worth of UC/CSU approved secondary foreign language study over the course of two years (four semesters).

- 20 credits of Physical Education
- 30 credits of the four-year College Readiness sequence

The table below describes Collegiate's required course of study's alignment to the A-G requirements, as well as to the California State Department of Education's graduation requirements.

Collegiate Graduation Requirements Alignment to A-G

	California State Mandated Requirements ⁶⁰	UC Requirements for Freshman Admissions ⁶¹	Collegiate Requirements for Graduation ⁶²	Collegiate course sequences fulfilling requirements	Course credits
English Language Arts	Three Years	Four years of approved courses	Four years of approved courses (40 credits)	English I-A/B: Common Core ELA – Literature & Composition	10
				English II-A/B: Common Core ELA – Literature & Composition	10
				English III-A/B: Common Core ELA – Literature & Composition	10
				English IV-A/B: Common Core ELA – Literature & Composition OR English III-AP: Advanced Placement English Language & Composition	10
Mathematics	Two years, including Algebra I, beginning in 2003–04.	Three years, including algebra, geometry, and intermediate algebra. (Four years recommended.)	Four years including Common Core Integrated Math I, II & III (40 credits)	Common Core Pre-Higher Math	10
				Common Core Integrated Math I	10
				Common Core Integrated Math II	10
				Common Core Integrated Math III	10
				Advanced Placement Calculus A/B	10
History/Social Science	Three years including World History, U.S. History and 1 semester each of American Gov't and Economics	Two years including World History and U.S. History or Gov't	Three years (30 credits)	World History I	10
				World History II OR Advanced Placement World History	10
				U.S. History & Research OR Advanced Placement U.S. History	10
				US Government	10
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. (Three years recommended.)	Four years with lab required, chosen from biology, chemistry, physics, and/or environmental science. (40 credits)	Biology	10
				Chemistry	10
				Environmental Science OR Advanced Placement Biology	10
				Physics OR Advanced Placement Physics 1	10

⁶⁰ <http://www.cde.ca.gov/ci/ga/hs/hsgtable.asp>.

⁶¹ Ibid.

⁶² <http://www.cde.ca.gov/ci/ga/hs/hsgtable.asp>.

Languages Other than English	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. (Three years recommended.)	Two years required; three recommended (20 credits)	Spanish I OR Spanish I for Native Speakers (I/II)	10
				Spanish II OR Spanish II for Native Speakers (II/III)	10
				Spanish III	10
				Advanced Placement Spanish Language	10
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art (10 credits)	Visual & Performing Arts I	10
				Visual & Performing Arts II	10
				Visual & Performing Arts III	10
Physical Education	Two years	Not Applicable	Two years (20 credits)	Physical Education I	10
				Physical Education II	10
				Team Sports season (one semester)	5
College Access	Not Applicable	Not Applicable	Four years (30 credits)	College Readiness I: Early College Awareness	5
				College Readiness II: Professional Careers	5
				College Readiness III: SAT Prep	10
				College Readiness IV: Admissions Workshop	10

A student must complete the following set of college readiness-aligned assessments in order to earn a diploma from Collegiate:

- Two College Board SAT exams (April of 11th grade and October of 12th grade)
- CAASPP in ELA and Math (April/May of grade 11)⁶³

Additionally, a student must complete an application targeted to an accredited, nonprofit four-year college or university of their choice. Submission of the application to a college is not required and is not a condition of graduation.⁶⁴

CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

Students who fall short of grade level promotion requirements within the course of the regular school year have the opportunity to retake courses or resubmit projects or major papers over the summer during a two-week Summer Academy and receive full course credit. If a student earns a course grade of No Credit Yet (below 70.0%) in 5 or 10 credits of their academic classes that constitute promotion requirements, s/he may retake the class(es) or redo the assignment during Summer Academy. If s/he earns a passing grade during Summer Academy, s/he earns credit for the class.

⁶³ No Collegiate student or family will be assessed a fee for any exam in which Collegiate requires participation as a condition for graduation. College will obtain fee waivers and/or fee reduction for all AP and SAT exams, as well as for college application fees. Collegiate will finance remaining costs not covered through the College Board's fee waiver and reduction programs.

⁶⁴ A student not granted permission to submit the application by a parent or legal guardian will still complete all components of the application but will not submit the application as a requirement for graduation.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

We provide a pathway for transfer students into the school whereby they can access Collegiate's program, meet Collegiate's promotion requirements, and graduate on time. We accept credits from other high schools. Credits from other high schools are recognized according to their A-G distinction. Students entering the Charter School in grades 10 through 12 complete an alternate path toward graduation that recognizes any discrepancies in credits earned in previous years versus previous years' promotion requirements at Collegiate but that still supports the student to meet the A-G requirements. For example, if a student were to enter Collegiate as a junior, the student would have College Readiness I and II waived, as other local high schools do not typically hold this requirement. The student would be granted the requisite credits to be placed in the grade level appropriate to his/her accumulation of A-G core credits.

ENSURING STUDENTS MEET THE CDE'S COLLEGE/CAREER INDICATOR

Collegiate works to ensure that all students meet the "Prepared" level on the CDE's new College/Career Indicator (our current rating is "Green" with 42.1% "prepared" – almost identical to the statewide rate of 42.2%). We work to meet this state metric with our students achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on CAASPP
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam.⁶⁵

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that prepares students to excel on the CAASPP exams, and an array of AP course offerings and opportunities for dual enrollment, we are confident all of Collegiate's students can and will meet this college/career readiness indicator criteria.

Accreditation by the Western Association of Schools and Colleges

Collegiate was granted its WASC Initial Accreditation Status for grades 9-10 on February 2, 2017 through June 30, 2020. In November of 2019 we will have our five-year review for full accreditation.

⁶⁵ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

How Charter School Will Inform Parents, Including parents With Limited English, About Course Transferability and College Entrance Requirements

Our transcripts transparently reflect our WASC accreditation, the alignment of our courses to A-G requirements, our grading scale, and the seat hours associated with each of our core and non-core classes and the corresponding credits earned. Our family handbook – printed in both English and Spanish – clearly delineates transferability of coursework. Each year, students take a full course load of A-G courses so that a student would transfer to another high school on track to meet A-G.

In compliance with California Education Code Section 52060(d)(iii), Collegiate provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish (with translation in other languages as needed) – notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission are notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of Collegiate's courses to meet college entrance requirements. Collegiate has received initial accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses are transferable to other local high schools.

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements exceed the A-G requirements, as illustrated in the chart in Section 10, above.

Academic Calendar and Schedules

ACADEMIC CALENDAR

Collegiate's year-long calendar and daily/weekly schedules incorporate the following elements designed to sustain an achievement-focused, disciplined school culture and to support and advance students' mastery of fundamental skills and rigorous academic content:

- 185 day instructional calendar
- 29 days of dedicated teacher professional development including four data days
- Extended instructional day Monday through Thursday (8:15 am - 4:35 pm)
- Adaptive, data-driven professional development every Friday with truncated instructional day (students dismiss at 1:30 pm on Fridays)
- Cyclical system for assessment and grading with diagnostic, interim, and final assessments in all core content courses
- Family academic progress report conferences every 7-8 weeks with faculty advisors
- Family orientation and individual family chats offered to all newly enrolled students and their families in August prior to start of school
- Parent Leadership Council⁶⁶ for monthly family feedback and community building

⁶⁶ Monthly coffee morning meetings where the school's leadership invites all Collegiate parents/guardians into the school community for a one-hour meeting, Cafecitos will offer families the opportunity to hear directly from the Executive Director and other key leaders and to give direct input and feedback on a frequent and informal basis.

- Monthly evening family programming including family early college awareness and college access workshops
- Joyous quarterly rituals to ensure that celebrate achievement and quarterly awards assemblies to celebrate students who are achieving and showing academic growth
- Earned end-of-year trips for students
- Two-week Summer Academy for credit recovery

Collegiate Calendar 2020-21

JULY					AUGUST					SEPTEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	5	<u>6</u>	<u>7</u>		1	2	3	<u>4</u>
6	7	8	9	10	10	11	12	13	<u>14</u>	7	8	9	10	<u>11</u>
13	14	15	16	17	17	18	19	20	<u>21</u>	14	15	16	17	<u>18</u>
20	21	22	23	24	24	25	26	27	<u>28</u>	21	22	23	24	<u>25</u>
27	28	29	30	31	31					28	29	30		

OCTOBER					NOVEMBER					DECEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	<u>6</u>		1	2	3	<u>4</u>
5	6	7	8	<u>9</u>	9	10	11	12	<u>13</u>	7	8	9	10	<u>11</u>
12	13	14	15	<u>16</u>	16	17	18	19	<u>20</u>	14	15	<u>16</u>	<u>17</u>	<u>18</u>
19	20	21	22	<u>23</u>	<u>23</u>	<u>24</u>	25	26	27	21	22	23	24	25
26	27	28	29	<u>30</u>		30				28	29	30	31	

JANUARY					FEBRUARY					MARCH				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	<u>5</u>	1	2	3	4	<u>5</u>
4	5	6	7	8	8	9	10	11	12	8	9	10	11	<u>12</u>
11	<u>12</u>	13	14	<u>15</u>	15	16	17	18	<u>19</u>	15	16	17	18	<u>19</u>
18	19	20	21	<u>22</u>	22	23	24	25	<u>26</u>	22	23	24	<u>25</u>	<u>26</u>
25	26	27	28	<u>29</u>						29	30	31		

APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	3	4	5	6	<u>7</u>		1	2	3	<u>4</u>
5	6	7	8	<u>9</u>	10	11	12	13	<u>14</u>	7	8	9	10	<u>11</u>
12	13	14	15	<u>16</u>	17	18	19	20	<u>21</u>	14	15	16	17	18
19	20	21	22	<u>23</u>	24	25	26	27	<u>28</u>	21	22	23	24	25
26	27	28	29	<u>30</u>	31				-	28	29	30		

X Minimum Days (1:30pm dismissal)

Non-Instructional Days
Parent/guardian conferences
First/last day of school and/or semester term
Academic support and credit recovery (non-instructional days, by invitation for select students)

July 20-24:	"Family Chats" for new students
August 6:	First Day of school and First Day of Semester I
September 7:	Labor Day (school closed)
October 1:	Mid-Semester I family-school conferences
October 2:	Teacher Professional Development (no school for students)
November 11:	Veterans Day (school closed)
November 23-27:	Thanksgiving Break (no school for students)
November 23-24:	GPA Academy (by invitation)
December 16:	Last Day of Semester I
December 17-18:	GPA Academy (by invitation)
December 21 – January 8:	Winter Break (no school for students)
January 11:	Teacher Professional Development (no school for students)
January 12:	First Day of Semester II
January 18:	Martin Luther King Day (school closed)
January 22:	Progress-toward-Graduation conferences
February 11:	Mid-Semester II family-school conferences
February 12:	Teacher professional development (no school for students)
February 15:	Presidents' Day (school closed)
March 15:	Teacher Professional Development (no school students)
March 29 – April 2:	Spring Break (no school for students)
May 31:	Memorial Day (school closed)
June 11:	Final day of Semester II and Final Day of 2020-21 school year)
June 11:	Graduation Exercises for Graduating Students
June 14 – 25:	Summer Academy

Half days are held on Fridays to allow for teacher professional development, extended curriculum planning and co-planning blocks, and grade level team planning meetings. Half days also take place every 5-6 weeks to reserve afternoon time for teachers to conduct academic progress report conferences with families.

DAILY/WEEKLY SCHEDULES

Collegiate has modeled a daily and weekly schedule the 2020-21 year is displayed below and exhibits the following features:

- 57-minute bi-weekly blocks for all students in English, Math, Science and History with double-blocks in ELA to drive accelerated literacy skill development including 57 minutes of daily writing instruction⁶⁷
- College Readiness class sequence that meets weekly in grades 9 and 10 and daily in grades 11 and 12
- Flexible student scheduling to ensure that students are not homogeneously “tracked” throughout their day (with the exception of Math courses)
- Weekly 45-minute instructional coaching meetings for all teachers
- Breaks for teachers (no teacher is programmed for more than four consecutive hours)
- Extended planning time (each teacher is blocked for at least 13 hours of planning time built into their week)
- Light postings/duties for teachers (meals and non-academic blocks in the day are covered by Charter School leaders and operations personnel)

Students do not travel as cohorts through their entire class schedule and take classes with different students throughout the day and week. To the extent feasible, Collegiate implements flexible scheduling for each student, so that students are not homogeneously grouped by skill level in their core classes. Students have the opportunity to start their high school math sequence with either Math I or Math II as appropriate. This enables students who take Math I in grade 9 to complete Math IV in the senior year and enables students who take Math II in grade 9 to complete Calculus or AP Calculus. In grade 9 or 10, students may elect into either Spanish I or Spanish I for Native Speakers. All other classes are grouped heterogeneous by skill level. For example, students in Math I and Math II are in the same class for English IA/B and World History I. Students in grade 9 may elect into either Physical Education or Team Sports, but no student take both courses in their schedule in a given semester.

⁶⁷ Aligns to CSCCS in ELA and Mathematics.

The bell schedule for Collegiate's school day is:

Monday – Thursday Bell Schedule	
8:00 – 8:15 AM	Arrival
8:15 AM	LATE BELL
8:15 – 9:12 AM	Period 1
Passing Time	3 minutes
9:15 – 10:12 AM	Period 2
10:13 – 10:29 AM	Breakfast Break
10:30 – 11:27 AM	Period 3
Passing Time	3 minutes
11:30 – 12:27 PM	Period 4
12:28 – 1:34 PM	Nourishment, Clubs & Tutoring
1:35 – 2:32 PM	Period 5
Passing Time	3 minutes
2:35 – 3:32 PM	Period 6
Passing Time	3 minutes
3:35 – 4:35 PM	Period 7*
4:35	Dismissal Bell
Total Instructional Minutes	414

* Designated ELD occurs during Period 7.

Minimum (Friday) Bell Schedule	
8:00 – 8:15 AM	Arrival
8:15 AM	LATE BELL
8:15 – 9:12 AM	Period 1
Passing Time	3 minutes
9:15 – 10:12 AM	Period 2
Passing Time	3 minutes
10:15 – 11:12 AM	Period 3
11:15 – 12:12 PM	Lunch
12: 15 – 1:30 PM	Advisory**
1:30 PM	DISMISSAL BELL
Total Instructional Minutes	252

** Designated ELD occurs during Advisory.

Students use three-minute passing periods for classroom transitions between all other periods. To facilitate this, teachers dismiss students from each class period punctually. Students transition urgently with an emphasis on safety and punctuality, which prepare them with the habit of getting to class on time, which are important in college when they transition across campuses from class to class.

The daily and weekly schedules for grades 10 through 12 depicted above reflect a schedule that enables all students, including those who opt into Reading and Math Intervention in ninth or tenth grade, to earn all A-G requirements on time and to fulfill Collegiate's graduation requirements.

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Instructional Days and Minutes

Instructional Days & Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	147	414	38	252					185	64800	70434	5634
10	Yes	147	414	38	252					185	64800	70434	5634
11	Yes	147	414	38	252					185	64800	70434	5634
12	Yes	147	414	38	252					185	64800	70434	5634

The annual instructional minutes schedule exceeds the state required minimum for all grades served by approximately 8.6%.

Early College and Middle College High Schools Attendance Requirements of Ed. Code Section 46146.5, as Amended by SB 379

Not applicable.

Professional Development

Professional Development

Research and practice confirm that teacher quality plays a paramount role in schools that are closing the achievement gap: “In a 1992 study, Stanford University education researcher Eric Hanushek PhD estimate[d] that the difference between having a good teacher and having a bad teacher can exceed one grad-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders & Rivers (1996) argued that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Furthermore, they contend that the lower achieving students are the most likely to benefit from increases in teacher effectiveness. Taken together, these multiple sources of evidence...all conclude that quality teachers are a critical determinant of student achievement.”⁶⁸

Our professional development framework is espoused by Paul Bambrick-Santoyo in *Leverage Leadership* and in *Get Better Faster*,⁶⁹ two works that “stem from his ten years at Uncommon Schools, where he manage[d] North Star Academy, seven public charter schools in Newark,

⁶⁸ http://www.epi.org/files/page/-/old/books/teacher_quality_exec_summary.pdf, pg. 3.

⁶⁹ Bambrick-Santoyo, Paul. *Get Better Faster*. San Francisco: Jossey-Bass, 2016.

N.J., where students are nearly all low-income and minority and outperform their white, affluent counterparts across the state and country.”⁷⁰ Bambrick names strong professional development and intentionally fostering strong adult professional culture as two of seven key levers in building and operating a high-performing school.

Collegiate’s teacher professional development model borrows in equal parts from Bambrick’s framework. Collegiate’s founder and Executive Director Vanessa Jackson, as well as the School’s Principal MaryAnn Holland have received extensive formal training and have undertaken extensive practice with this coaching and development approach, having implemented these methods with their direct reports in helping build a high-performing college preparatory urban charter schools nationally and over the past four years at Collegiate Charter High School of Los Angeles.

⁷⁰ <http://uncommonschoools.org/node/2186>.

In tandem with Bambrick-Santoyo's instructional coaching and teacher development framework, the School utilizes the framework developed and espoused by career educator and instructional design researcher Dr. Zaretta Hammond PhD in her seminal work, *Culturally Responsive Teaching & the Brain*.⁷¹ Through building familiarity with this well-researched framework and the teaching and classroom strategies and tactics that align to it, teachers are explicitly taught how to recognize and leverage their students' unique cultural (ethnic, class, social) archetypes and gifts to best deliver highly rigorous lessons to their classes. Teachers are coached on explicit strategies to authentically tap their students' cultural identities and build rigor and mastery of standards-aligned skills and strategies by recognizing and capitalizing on these cultural identities for each student.

Weekly professional development

On Fridays throughout the school year, students are dismissed at 1:30 pm and the afternoon is dedicated to teacher professional development. Varying weeks to week in focus and responsive to the faculty's needs and growth trajectories, three hours are dedicated to working individually, in a school-wide group, in grade level teams, and in content teams to learn from each other's successes, brainstorm solutions to challenges, and analyze what works and does not work in each teacher's style and lesson plans. Led by the Principal and Deans, these sessions are oriented around clear learning goals that borrow from the *Get Better Faster*⁷² framework and from the *Culturally Responsive Teaching & the Brain*⁷³ framework.

Professional development topics include, but are not limited to: theory and implementation of tiered positive behavior intervention system strategies, strategies for building students' social-emotional learning skills, classroom management workshops for mastery of Lemov's taxonomies, strategies for culturally responsive teaching, state content standards and assessments, long-term lesson planning, daily lesson design, informal and formal assessment, data analysis, teaching ELA standards in a literature-based program, teaching ELA standards through non-fiction and informational texts, integrating reading and writing standards across the curriculum, effective strategies for vocabulary development and academic English effective feedback for students, teacher collaboration, differentiated instruction, student engagement techniques, communicating with and building strong and supportive professional relationships with students' parents and guardians, English Learner strategies and compliance, Special Education strategies and compliance, protocols for examining student work, integrating literacy in the content areas, and integrating technology.

Collaboration and co-planning

Collegiate teachers work as a team to close the achievement gap for all students in the school, not just for the students in their classroom. The Collegiate daily schedule affords common planning time for grade level teams. This configuration allows for daily common planning, ensuring that teachers new to Collegiate and/or new to teaching receive the support, guidance, and feedback of more seasoned veterans on their teams. Teacher desks are strategically located in the Teacher Resource Room, a professional space where teachers conduct their planning and co-planning to ensure high levels of peer-to-peer communication and support. Teachers use daily dedicated co-planning time in this space during their students' enrichment block to design lessons with their grade-level team. Teachers upload their best curricula and lesson plans onto our internal server, enabling all Collegiate educators to learn from and adapt successful materials. Our "open door" policy encourages teachers to view each other as

⁷¹ *Culturally Responsive Teaching & the Brain*. Thousand Oaks: Corwin, 2015.

⁷² Bambrick-Santoyo, Paul. *Get Better Faster*. San Francisco: Jossey-Bass, 2016.

⁷³ Hammond, Zaretta. *Culturally Responsive Teaching & the Brain*. Thousand Oaks: Corwin, 2015.

teammates available for help and guidance throughout the school day.

Coaching observation and feedback

Teachers are observed, formally and informally, throughout the year. Those observations result in immediate, real-time feedback on strengths and areas for immediate growth and accelerated development of key teaching skills. These observations then feed into twice-yearly formal evaluations. The Charter School utilizes the Unlocking Potential network's educator core competencies model and performance evaluation framework. The evaluations also consider scholar performance (as measured by state test scores and classroom outcomes) and contribution to school-wide professional development activities.⁷⁴

Professional Development Calendar

Professional Development Scope & Sequence outlines the draft scope and sequence of Collegiate's professional development priorities for the 2020-21 school year. In addition to the weekly professional development, staff receive 15+ days of summer training and development prior to the opening of school, as well as 4 days annually of guided assessment data analysis and instructional battle-planning during which students are not in the building.

Professional Development Scope & Sequence

Topic:	When:	Example aims:
100%	Summer PD	<ul style="list-style-type: none"> Teachers use the cycle of high expectations to ensure that 100% of students meet 100% of expectations 100% of the time.
Strong voice	Summer PD	<ul style="list-style-type: none"> Teachers use strong voice when giving directions and/or issuing a consequence.
What to do	Summer PD	<ul style="list-style-type: none"> Teachers articulate clear, concise, observable MVP directions.
Behavioral system	Summer PD	<ul style="list-style-type: none"> Teachers swiftly issue merits and deductions using rationale and the language of student choices maintaining a 3-to-1 merit-to-demerit ratio to build positive culture and champion excellent scholarly choices. Teachers can execute strong "get-back-in-the-game" conversations in the moment in class to de-escalate challenging behavior situations with struggling students. Teachers can execute strong close-the-loop conversations when circling back to students making come-backs.
Positive framing	Summer PD	<ul style="list-style-type: none"> Teachers use positive framing to cultivate positive classroom culture.
Pair-share	Summer PD	<ul style="list-style-type: none"> Teachers use precise directions to teach students the habits of great pair-share work.
Do It Again	Summer PD	<ul style="list-style-type: none"> Teachers execute re-do's 100% of the time when students fall short of meeting an expectation.

⁷⁴ Ibid.

Topic:	When:	Example aims:
Three-part, standards-aligned learning objectives	Summer PD	<ul style="list-style-type: none"> • Working in content teams, teachers break a Common Core and/or NGSS standard into its component bite-sized learning objective. • Teachers write lesson objectives that define what students know and can do by the end of a lesson, the work they perform to demonstrate mastery, and the medium in which they practice the work.
Supporting Students with Disabilities	Summer PD	<ul style="list-style-type: none"> • Teachers know how to read an IEP and have a dedicated plan for how to work with RSPs and the Director of Special Services to appropriately support and differentiate instruction for students with disabilities in their classrooms. • Teachers know Collegiate's system for using data to identify students for RTI referrals.
Lesson quality	Summer PD	<ul style="list-style-type: none"> • Teachers use a common lesson planning process that results in clear, high quality plans and lesson materials that all teachers can implement.
Mindfulness	Summer PD	<ul style="list-style-type: none"> • Teachers engage in and model mindfulness and can teach effective mindfulness practices to students in order to increase focus throughout the school day.
Mastery grading	Summer PD	<ul style="list-style-type: none"> • Teachers implement a grading policy across all core subjects that reflects students' mastery of skills and content.
Parent phone calls	Summer PD	<ul style="list-style-type: none"> • Teachers build influence with parents, guardians and other caretakers by relating and relationship-building with families over the phone and building strong home-school buy-in.
Think-alouds	September	<ul style="list-style-type: none"> • Teachers script clear and concise think-alouds to model key skills.
Aligning time to priorities	September	<ul style="list-style-type: none"> • Teachers use a weekly priorities & tasks worksheet to track their deliverables and action items. • Teachers use a weekly time tracker to monitor their use of prep time.
Data day preparation	October	<ul style="list-style-type: none"> • Teachers use Collegiate's common assessment data platform and the data analysis tool to create a data day pre-analysis presentation.
Aligning time to priorities	October	<ul style="list-style-type: none"> • Teachers use a weekly schedule in tandem with their weekly priorities & tasks worksheet to align time to priorities.
Right is right	October	<ul style="list-style-type: none"> • Teachers use the "right-is-right" Lemov technique to maintain high levels of rigor in their classes and eliminate student misconceptions.
No opt-out	November	<ul style="list-style-type: none"> • Teachers to no opt-out to ensure that 100% of students are learning and participating.
Rigorous questioning	December	<ul style="list-style-type: none"> • Teachers craft rigorous questions to push higher levels of rigor and critical thinking in their lessons.
Precise praise	January	<ul style="list-style-type: none"> • Teachers use precise praise to reinforce positive behavior.

Topic:	When:	Example aims:
Data day preparation	January	<ul style="list-style-type: none"> Teachers use Collegiate's common assessment data platform and the data analysis tool to create a data day pre-analysis presentation.
Economy of language	February	<ul style="list-style-type: none"> Teachers use economy of language by scripting their questions and responses to push more heavy lifting by students.
Informal reading assessment	March	<ul style="list-style-type: none"> Teachers use frequent checks for understanding to monitor student learning and quickly identify gaps or misunderstandings in real-time.
Data day preparation	April	<ul style="list-style-type: none"> Teachers use the Collegiate's common assessment data platform and the data analysis tool to create a data day pre-analysis presentation.
Cold call	May	<ul style="list-style-type: none"> Teachers use cold-call to engage all students.

Describe How the School Will Recruit Credentialed Teachers who are Qualified to Deliver the Educational Program and its Innovative Components, including the Plan to Provide New Teacher Professional Development

Collegiate uses multiple strategies to attract and retain teachers who meet state and federal requirement, with subject area knowledge that is likely to enable student achievement for all students. Teacher job descriptions identify desired skills that reflect Collegiate's innovative educational approaches, and teachers selected to be a part of the Collegiate community understand our high expectations, whatever-it-takes philosophy to supporting every student's growth and success.

When teacher openings exist at Collegiate, we post positions on EdJoin and with nearby undergraduate and graduate programs of education including Pepperdine University, CSU Northridge, USC, UCLA, Cal State LA, UCSD, and California Lutheran University. Applicants complete and submit an application, including required credential documentation so as to allow the school's leadership team to consider whether candidates' professional capabilities as well as qualifications fit the needs of the students and position (see Element 5). The Executive Director, with the Principal, selects teachers on a resume, application and interview basis. Applicants demonstrate their teaching skills through in class-observation or submission of a video or written response, to the extent possible. Current teachers and leadership team members volunteer to help recruit, screen, and interview candidates and make recommendations to the Executive Director, who then ultimately make the final hiring decision.

Guided by the descriptions found in Element 5, the Executive Director evaluates how well candidates' educational philosophy and skills align with the Collegiate instructional philosophy and culture. Collegiate strives to hire a diverse group of teachers who have strong content knowledge, ability to lead rigorous instruction, and experience planning curriculum and assessments, and who know how to differentiate instruction to meet the needs of all students. Before an offer is made, Collegiate verifies all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state requirements to teach the subject that he/she is being hired to teach. Candidates must also have DOJ clearance and a negative TB test result prior to starting employment. Candidates that are offered employment receive an at-will employee agreement from Collegiate.

When new instructional staff is on-boarded, they complete a week of new teacher professional development beyond the scope of what returning teachers engage in. This week of training aligns to the *Get Better Faster* framework for the first 90 days of teacher development and seeks to ensure that all teachers new to Collegiate are equipped to deliver on strong instruction and school-wide systems by the first day of school.

Meeting the Needs of All Students

COLLEGE AND CAREER READINESS FOR ALL

As a small school, Collegiate is a safe and structured school where all students are well-known by their teachers. Collegiate offers a rigorous academic program and differentiated academic and social-emotional support for every student regardless of a student's incoming skill level or ability. Complying with all federal, state and district laws, regulations and mandates, we serve students of all abilities and with a wide variety of needs.

Accordingly, Collegiate's instructional schedule is designed to meet students where they are intellectually, cognitively, and social-emotionally, and to provide the instructional opportunities, resources, and services to ensure that 100% of our students can meet the California State Common Core Standards in ELA and Math and that every student graduates from Collegiate college and career ready.

IDENTIFICATION AND SELECTION

Starting at the outset of grade 9, students are recommended for specific intervention programs, strategies and supports based on: (1) diagnostic data in math and reading including the NWEA MAP assessment, home language survey data, and ELPAC data; (2) services and supported mandated by IEPs; (3) grades on progress reports and report cards; (4) homework completion data; (5) interim assessment data; (6) teacher or advisor recommendations; and (7) results from state-mandated and College Board exams.

DIFFERENTIATED SUPPORT AND INTERVENTION

Students arrive at Collegiate with a spectrum of different educational backgrounds, learning styles, and educational needs, and Collegiate seeks to meet the learning needs of every student. Collegiate therefore proposes to offer a robust and integrated system of supports and interventions that helps students develop strong cognitive and metacognitive skills. This system of supports has as its foundation the College Readiness course, which encompasses an advisory system to ensure that students get robust and effective one-on-one support and coaching each week in order to best leverage the myriad resources, supports and opportunities offered at the Charter School in a highly aware and data-driven fashion. Students meet with their advisors weekly during the College Readiness class and conference about a plan of action to grow their skills and grades.

TARGETED INTERVENTIONS

Grounded in data that the Charter School's leadership team and grade level teams look at together weekly, students access a variety of support and intervention structures. These include:

Interventions for Entering Students Performing Below Grade Level

Intervention Strategy	Target Student	Schedule	Staffing	Grades offered
Reading Intervention	Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP assessment in ELA, this is a small-group guided reading class, during which students read texts differentiated to students' reading levels. Students read texts in their proximal level of development, working to increase vocabulary, fluency, and comprehension strategies. ELD curriculum is delivered to identified English Learners through this class structure.	57 minutes M-Th	Credentialed instructor	9 th through 12 th
Math Intervention	Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP in math, this is a small-group math remediation studio, during which students alternate between working independently in an online learner-adaptive math skills development program like Khan Academy and working one-on-one or two-on-one with a teacher on targeted math skills that they need to be primed for in order to access the next day's content in the grade level math course.	57 minutes M-Th	Credentialed instructor	9 th and/or 10 th
Lunch Tutoring	Offered to all students and recommended for any students who are struggling to complete homework and/or are earning NCY in a course.	40 minutes daily during the lunch period	Credentialed instructor	9 th - 12 th
Summer Academy	Offered to any student who achieves a final grade below 70.0% in an ELA, Math, Science or History/ Social Studies course, this is a series of credit-bearing mini-courses that students may complete in order to recoup missing credits and earn grade level promotion.	Daily for 2 weeks in June	Credentialed instructor	9 th - 12 th
Behavior Intervention Plans	Generated and implemented for any student who has engaged in a suspendable behavior and/or who is recommended for RTI for behavioral concerns by the grade level team.	Week-long plans releasing students when ready	Dean of Culture & Curriculum or Director of Special Services	9 th – 12 th
Collaborative Team Teaching	A Special Services Teacher (RSP) pushes into many core academic classes to work intensively with students with IEPs, ELs, and other students who may benefit from additional instructor support.	During core classes	Special Services Teacher (RSP)	9 th – 12 th

Intervention Strategy	Target Student	Schedule	Staffing	Grades offered
Supplementary Special Education services	In addition to all of the supports delineated above, students with IEPs receive targeted support as appropriate to their unique disabilities and as delineated on their IEPs (e.g. counseling, LAS, OT, etc.).	Pullouts during the day	Overseen by the Director of Special Services	9 th – 12 th

Drawing from the intervention strategies successfully employed at top urban charter high schools, collectively this intervention and remediation program seeks to ensure that struggling students quickly progress toward grade level proficiency in reading and math and that they can successfully access the grade level standards-aligned content in their core courses in grades 9-12.

Additional strategies target students who may have additional needs: students performing far above or below grade level, students with low socioeconomic status, homeless/foster youth, English Learners (ELs), and Special Education students. These additional supports are incorporated within the school day and/or offered during results, as needed.

STAFFING & IMPLEMENTATION RAMIFICATIONS

As detailed in our school organizational chart in **Element 4**, Collegiate's staffing model reflects the required licensed and certificated staffing to implement supports and intervention, ensuring successful support of our students with disabilities, English Learners, students achieving above grade level, and students achieving far below grade level.

STUDENT SUCCESS TEAM

Upon the commencement of Collegiate's school year each year, all students are evaluated as a means of class placement. Students possibly in need of special education can be screened from already available data (i.e. assessments, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. No assessment or evaluation are used for admission purposes. Through collaboration among the faculty, the Dean(s), and the Principal and Director of Special Services, Collegiate works to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Principal or the Director of Special Services and faculty then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. assessments, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team (SST) composed of the student, the student's parent or guardian, the Principal or Director of Special Services, and an Collegiate faculty member are responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual support schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they recommend that student for a formal special education assessment. Collegiate may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents are informed that special education and related services are provided at no cost to them.

The SST uses a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST reviews the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

Collegiate complies with the federal mandate of the “least restrictive environment,” meaning that the school makes every attempt to educate special education students along with their non-disabled peers. Collegiate mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Collegiate’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP is built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP is delivered by personnel qualified to do so.

An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level, ELs, students with suspected special education needs, and students who have experienced emotional trauma or behavioral issues.

Anyone who has on-going concerns about a student’s achievement or social concerns can refer that student for SST consideration; anyone who is connected with that student can participate in the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the student’s unique needs.

Collegiate’s SST meetings include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and accommodations are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST includes additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

The Principal, Director of Special Services, regular and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training

meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

English Learners (ELs)

In 2018-19, Collegiate served 26 students (16%) classified as EL. Collegiate commits to providing these students with an exceptional education, transitioning them into English Proficiency by providing effective supports and teaching methodologies.

Collegiate complies with all federal, state, and district mandates regarding English Learner (EL) education and re-designation of EL students. Further, the Charter School meets all requirements of federal and state law ensuring equal access to the curriculum for English language learners. Each year, Collegiate implements an English Learner (EL) Master Plan which documents identification, services, program, and evaluation. On an annual basis, Collegiate notifies the District regarding the EL Master Plan.

PROCESS FOR IDENTIFYING ENGLISH LEARNERS

Each year as required, all students who are identified as ELs via the Home Language survey take the English Language Proficiency Exam for California (ELPAC) within 30 days of identification through the Home Language Survey. The Charter School notifies parents of the Collegiate's responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 calendar days following receipt of test results. Parents and guardians are notified of their rights and encouraged to participate in the reclassification process.

The ELD & Testing Coordinator assesses English language proficiency of all currently enrolled English learners 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. The Charter School notifies parents of Collegiate's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education.⁷⁵

⁷⁵ 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>

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.
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

Collegiate supports ELs through a structured English immersion program, an approach that is research-proven as the most effective model for moving all students toward English proficiency. Structured English immersion is implemented in every general education classroom. It is the goal of Collegiate that all of our students leave the Charter School at the conclusion of 12th grade highly proficient in the English language, properly re-designated.

Collegiate'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 receives 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.

Teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students. Incorporating SDAIE strategies, teachers develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students' zone of proximal development. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community.

Specific SDAIE strategies that Collegiate teachers incorporate in daily lessons include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers also provide students with differentiated explicit language instruction. Collegiate uses proven methodologies including increased time for reading and math and individualized instruction for EL students.

Beyond the structured English immersion modifications our teachers make in their mainstream classes within Collegiate's extended day schedule, ample time during Reading Intervention each day is used for additional English language instruction during this small group intervention time. Collegiate uses proven methodologies including increased time for reading and math and individualized instruction for EL students. Examples of instructional models 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

- Books on tape
- In-school tutoring to meet students' academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups during Focus
- 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

Collegiate uses the English Language Content Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information particularly guides teachers in differentiating instruction, such as the level of questioning for struggling ELs who are not progressing on pace through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used:

- Small group workshops and tutoring sessions focused on development of vocabulary, oral language skills, and comprehension skills
- Small group work to lower the affective filter and target specific areas of growth
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching content vocabulary and frontloading concepts
- Echo reading and choral reading
- Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS)
- Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students' English levels to take home for additional language practice
- Using technology for literacy support that has proven successful with EL students

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

Collegiate 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, was 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, Collegiate teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD & Testing Coordinator partners with classroom teachers to include ELD goals on students'

learning plans, including specific goals to meet during designated ELD instruction. Additionally, our ELD & Testing Coordinator assesses 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.

Collegiate ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to regular professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

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

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

Collegiate 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 SDAIE and scaffolding. Our ELD & Testing 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.

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

The Executive Director at Collegiate is responsible for ensuring the quality and success of all instructional programs and reports to Collegiate's Board of Directors on progress towards academic goals, including serving EL students. The Executive Director conducts regular classroom observations and provides feedback and coaching. In addition, the Executive Director works 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 English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

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

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), Collegiate utilizes multiple criteria in determining whether to reclassify an EL student as proficient in English, including, but not limited to, and as outlined in Process for English Learner Reclassification, all of the following:

Process for English Learner Reclassification

Form of evaluation	Criteria for reclassification
A. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:	<ol style="list-style-type: none"> 1. The student must demonstrate English proficiency on the annual ELPAC by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.
B. Comparison of the student's performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.	<ol style="list-style-type: none"> 1. A student's score on the CAASPP for English Language Arts is basic or higher in English Language Arts. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. 2. Students with scores above the cut point on the CAASPP selected by the school district should be considered for reclassification. 3. For students scoring below the cut point, Collegiate, in accordance with criteria set by CDE, should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CAASPP for English Language Arts and whether it is reasonable to reclassify the student.
C. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery:	<ol style="list-style-type: none"> 1. Teachers use student academic performance in core subjects to inform the reclassification process. 2. Teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Form of evaluation	Criteria for reclassification
D. Parental opinion and consultation:	<ol style="list-style-type: none"> 1. Collegiate provides notice to parents or guardians of their rights and encourage them to participate in the reclassification process. 2. Collegiate provides an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.

Collegiate notifies parents and guardians of reclassification, updates the school and school district records, as well as monitor the student's progress for two years. Students are evaluated annually using the ELPAC to determine appropriate reclassification. Collegiate has established an English Learner Advisory Committee (ELAC) comprised of parents, staff and community members specifically designated to advise the school and the School Site Council (SSC) on EL program services.⁷⁶

Collegiate monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program including both designated and integrated ELD instruction led by qualified and well-trained teachers.. 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 & Testing Coordinator reviews ELD folders at the end of each 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 ELD folder 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 Executive Director, collaborating with the ELD & Testing Coordinator, to work with classroom teachers to carry out the EL Master Plan. The ELD & Testing Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the Collegiate Student Information System (Illuminate), 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 ELD & Testing Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

⁷⁶ A full description of the designated roles and responsibilities of the ELAC can be found at cde.ca.gov.

The reclassification team (which includes a teacher, an Administrator, 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 discusses if the student has met sufficient goals and consults with the parent/guardian for their input. If a student has satisfied all of these requirements, they are then 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.

PROCESS FOR MONITORING PROGRESS OF ELS AND RECLASSIFIED (RFEP) STUDENTS

In order to meet the individual needs of each English learner, the ELD & Testing 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, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that Collegiate provides for all students.

Students are monitored in conjunction with the new 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 Collegiate teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas⁷⁷:

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 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.

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). Collegiate sets a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD & Testing Coordinator serves as the

⁷⁷ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

ELPAC testing coordinator and meets weekly with teachers to discuss the progress of English learners 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 Collegiate, or students are classified as LTELs after enrolling at Collegiate, the ELD & Testing 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 Collegiate are highly individualized, the specific needs of LTELs are readily identified and addressed. LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Other options may be explored to support our LTELs including using computer programs to support language acquisition. Because the needs of LTELs are varied, we work with our ELD & Testing 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. Collegiate prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students 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.

Gifted and Talented Students and Students Achieving above Grade Level

Collegiate is committed to providing additional challenge for students who are performing above grade level. Collegiate does not identify students as highly gifted through an assessment process. Parents are notified of their students' high aptitude and/or high academic standing as evidenced by course performance and are counseled regarding extension opportunities for their child during academic progress report conferences with advisors that take place every 8 weeks. The Principal serves as the Charter School's designee for gifted/talented questions and programming. Students earning advanced scores on the NWEA MAP and/or CAASPP in ELA/Literacy and/or Mathematics, students earning GPAs of 3.0 or higher, and students otherwise identified by the staff as high-achieving, benefit from the following components of Collegiate's school's design:

- Opportunity to take Advanced Placement courses over the course of high school career
- Small school size and safe environment, where "it is cool to be smart"
- Opportunities to attend funded pre-college academic summer programs on college campuses where they take college courses
- Opportunity to take Math II as a freshman and progress through AP Calculus by the end of grade 12
- Opportunities to build leadership skills through peer tutoring
- Opportunities to extend mastery of advanced academic content through weekly student

clubs that are of a more academic nature

Teachers are trained to differentiate lessons to meet the needs of advanced learners and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created.

Students Achieving Below Grade Level

Collegiate is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. Our instructional program, as described above, is designed to address gaps and ensure that students are prepared for our rigorous college-preparatory curriculum in grades 9 through 12 and thereafter.

A student at Collegiate is considered low-achieving if s/he meets the following criteria:

- Performing below the 61st national percentile on the NWEA MAP Reading and/or Mathematics assessment in grades 9 through 11
- Scoring below Level 3 (Meets the Standard) on the CAASPP assessment in English Language Arts and/or Mathematics in grade 11
- Students failing one or more classes at the conclusion of an academic progress report window throughout the year
- Students scoring below 1080 on the College Board SAT

Students achieving below grade level benefit from the following supports at Collegiate:

- Academic advising check-ins with advisors during the College Readiness class
- Daily leveled guided reading in Reading Intervention
- Daily math intervention and remediation course in Math Intervention
- Targeted tutoring interventions during lunch
- Collaborative team teaching model to enhance opportunity for differentiation of student support model in mainstream classes

Students' progress is monitored weekly by their core academic teachers; students who are not making progress toward grade-level standards are referred to the Student Study Team, described above, for further consideration.

Socio-Economically Disadvantaged Students

We strongly believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches are based on each student's instructional needs, not their income level. In 2018-19, over 95% of our students qualified for free and reduced lunch. Collegiate's design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially "at-risk" students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem-solving and procedures) instruction

- Systematic reading fluency 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 and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting expectations

Students with Disabilities

Please see DRL at beginning of Element 1.

Students in Other Subgroups

Collegiate serves all students, regardless of categorical profile by using academic achievement and psychometric data to drive the selection and implementation of appropriate interventions – supports, modifications, and accommodations. Collegiate offers a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Director of School Operations serves as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School informs them of their rights under the McKinney-Vento Act. Collegiate adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

The student's academic advisor and SST collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our intervention process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. (See below.)

A Typical Day

The following describes the experience of a visitor spending a day with a ninth grade class at Collegiate on a typical Tuesday. The master schedule is designed to meet the needs of all students. The A-G curriculum and the focus on California State Common Core Standards provide a rigorous and well-rounded school day for every student.

You arrive at Collegiate just as the Principal and the Director of College Counseling are welcoming students into the building. The student body reflects the diversity of the community, and the look and feel of the campus reflect Collegiate's focus on college and career readiness.

The Principal and the Director of College Counseling check each student for full uniform attire and send student directly up to their first period classes where their first period teachers are waiting to greet them and distribute laptops for the day.

At 8:15 am the bell rings, indicating that all students must be physically inside their classrooms in the school building in order to be marked on time, and at this point the Principal and the Director of College Counseling transition inside the building. The Special Projects Coordinator remains in front of the school's main office to greet and check uniform for any students arriving late. The teacher in each classroom takes and submits attendance, which the Operations Assistant then reconciles for late arrivers, in order to ensure that all students are accounted for. Students are seated at their desks in each classroom and teachers get their classes silent to indicate the start of the first period of the day and the start of the instructional day at 8:15 am.⁷⁸

In each classroom, students are taught by a highly qualified teacher who uses a variety of instructional techniques to support student learning and mastery of course content. Teachers use an appropriate mix of direct instruction, group learning, hands-on learning, and individual practice to help students internalize material and build the skills they need in order to become lifelong learners.

In Biology class, students get into four-student lab groups and begin to set up for their Unit 3 lab. They have read background texts and lab directions as homework and in class over the past two days and are now developing an investigation protocol to execute in the lab.

In World History I, students arrange themselves into seminar configuration, with their desks forming an inward-facing square around the perimeter of the classroom. The teacher asks the seminar guiding question: "Was the dropping of the atomic bomb just or unjust?" Students jump in one by one citing textual evidence from their already carefully annotated readings to support their assertions and making counter-arguments in response to peers' assertions. All students take notes as the seminar progresses. The teacher intervenes minimally to redirect the discussion when it veers off topic.

At 9:12 am, students transition to Period 2, their next 57-minute instructional period. A 9th grade student has Math, Literature, Composition, History or Reading Intervention, Biology and Math Intervention or Spanish in their schedule 1st through 6th period. Heterogeneously grouped English and science classes help students perform and learn in mixed ability groups. Students choose from sports, arts and Reading Intervention 7th period.

During Period 2, you observe collaborative team teaching transpire in a Math I course. A Special Services (RSP) Teacher circulates among four students throughout the class, providing extra support during student independent work. Students are working in groups of three to solve systems of equations. One group has pushed ahead in the lesson and is practicing graphing systems of equations on a coordinate plane. A variety of instructional strategies, scaffolding, and explicit modeling are used consistently across classes.

At 10:12 am, students transition into breakfast break. All students are provided with breakfast daily, mid-morning based on student feedback regarding optimal breakfast time, in order to ensure that students get proper nutrition and a social break in their morning.

Students transition again from 10:27 to 10:20 am and start 3rd period at 10:30 am. Students execute urgent and orderly three-minute transitions in order to maximize learning time. During transitions, all Deans, the Principal, and members of the operations staff and faculty not teaching during the next period monitor hallways in order to ensure safety and punctuality.

⁷⁸ 8:15 am marks the start of the instructional day.

Period 3 is a 57-minute block, during which the Writing Workshop (English I-B: Composition) that is part of the 9th grade English course, Math Intervention, and Spanish I/Spanish I for Native Speakers are offered for ninth grade.

The lunch period commences after 4th period at 12:27 pm. All students have the opportunity to participate in the nutritional meal program, which is part of the federal meal program. Student eligibility for free and reduced-price meals is kept confidential and all students are encouraged to eat healthy meals.

During the lunch period, students have dedicated time to eat lunch outdoors. They are then offered choices for how to spend the final 40 minutes of the lunch hour: outside playing sports and positively socializing, in tutoring office hours accessing extra help from teachers, or in student clubs. Students choose their destinations daily.

Lunch ends at 1::27 pm, and students transition to Period 5: Period 5 mirrors Period 3. Period 6 mirrors period 4.

During Period 7, students may choose from a selection of Visual and Performing Arts courses, which fulfill their one-year A-G arts requirement, or alternatively participate in a sport, PE, or Reading Intervention. Ninth grade students requiring extra support in literacy take the Reading Intervention course during this time and have the option to fulfill their Visual and Performing Arts and PE requirements as 10th through 12th graders. Reading Intervention develops the fluency and reading comprehension skills of students reading at least one year below grade level.

The instructional day at Collegiate is structured such that students can take 5-7 credit-bearing core, college-preparatory academic classes each year while still accessing key academic supports through Reading Intervention and Math Intervention and all the while getting to pursue and participate in a sport. This schedule enables students to complete four years each of English, Math, History and Social Sciences, and Lab Science over four years. It also enables them to complete the one-year Visual and Performing Arts requirement, two years of Physical Education, at least two years of Spanish language, and the four-year College Readiness sequence over their four years at Collegiate, thereby completing the required course of study, which includes the A-G requirements. Students may also take three or four years of Spanish languages courses and/or multiple years of Visual and Performing Arts.

Dismissal occurs at 4:35 pm, at which point all students leave campus. Dismissal is supervised by all instructional and noninstructional staff to ensure student safety during departure.

Element 2: Measurable Pupil Outcomes; Element 3: Method by which Pupil Progress toward Outcomes Will Be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

Please “see above” for LCFF chart in Element 1.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Please “see above” for LCFF chart in Element 1.

Measuring Pupil Progress toward Outcomes: Formative Assessment

Collegiate’s school leaders, teachers and governing board members constantly drive all key decisions using data to guide analysis and conclusions. We believe in the value of analysis of standardized assessment results as a powerfully instructive tool for guiding instruction and intervention. We also recognize that no single assessment provides a comprehensive picture of

student progress. As a result, Collegiate uses a combination of assessments to gather valuable data about our students' strengths and key areas for growth and allow us to make informed instructional decisions for grade level cohorts, classes, small groups, and individuals.

Collegiate administers the NWEA MAP exam among all students in grade 9, 10 and 11 three times annually during the fall, winter, and spring. This nationally normed assessment yields critically important data on individual students' literacy and math skills that helps teachers and Charter School leaders make decisions around remediation and intervention grouping of our scholars as we work to help each student reach aggressive individual academic achievement growth goals.

Collegiate uses a system of quarterly interim assessments administered in English, writing, history/social sciences, math, and science courses at the conclusion of each academic quarter. Using a thorough understanding of grade level course content and skill standards and the school's scope and sequence, as well as in depth analysis of released test questions and other relevant assessments, content leaders develop or obtain assessments.

The quality of these assessments is evaluated annually vis-à-vis their authenticity and the extent to which they accurately predict end-of-year high-stakes exam performance in the corresponding class. Teachers receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement.

On a daily basis, students complete exit tickets in English, writing, history/social sciences, math and science. These 10- to 15-minute assessments assesses students' mastery of the specific skills and content taught during the lesson at hand, as well as across the previous week and circulates back in cumulative review items to assess students' retention of older skills and material.

STATE-WIDE ASSESSMENT

Collegiate administers tests required by CALPADS program in each year and subject as required by the state in Education Code §60602.5. These tests demonstrate students' mastery of grade-level content standards in each tested content area. A testing coordinator is appointed each year to manage the assessment process.

Tests Required as Part of the CALPADS Program

Program Component	Type of Assessment	Purpose	Grades Tested	Administration Timeline
CAASPP/CAA	Standards-based Multiple-choice	Measure proficiency with CSCC standards	11	Once a year
California Science Test (CAST)	Standards-based Multiple-choice	Measure proficiency with state content standards in Science	12	Once a year
English Language Proficiency Assessment for California (ELPAC)	Standards-based Multiple-choice Performance assessment	Measure proficiency of English Language Learners and reclassify students as appropriate	All—based on student's EL status and repeated annually until student is reclassified	Upon enrollment, then annually for all ELs

Data Analysis and Reporting

ROLE OF DATA IN APPRISING STAKEHOLDERS

On a monthly basis, the Collegiate Board reviews the Charter School dashboard of performance indicators. This data tool enables the Collegiate Board to glean areas of strength and vulnerability in the school's academic program and progress on an ongoing basis and to hold the Executive Director accountable for course-correction as needed.

Annually, Collegiate creates and publishes a School Accountability Report Card (SARC) for submission to the California Department of Education, including the following components:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

The SARC is updated annually by the Director of School Operations. The SARC is also made available to the public through our website.

COMMUNICATION OF DATA WITH STUDENTS AND FAMILIES

Students and their families are consistently and proactively informed about student performance. Collegiate involves students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits through the conferencing cycle described in **Element I** under Meeting the Needs of All Students. Whereas Collegiate cannot require parent participation in these conferences, we strongly encourage and incentivize

participation. The cycle reports shared with families includes all assessment and grade data, current and trending.

Teachers also use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts are publicly displayed in highly visible areas of the classrooms or campus, shared with students after each round of assessments, and reviewed with parents in attendance at each report card conference. State testing results, AP and SAT results, and results of the CAASPP and NWEA MAP assessment are also sent to families and discussed during academic progress report conferences.

Grading, Progress Reporting, and Promotion/Retention

GRADING POLICY

Collegiate implements mastery-based grading system across the school in all classes and at all grade levels. This helps to ensure that our students progress from grade level to grade level ready to take on the increasing levels of rigor of our course curriculum and that of the end-of-year high-stakes exams, many of which are important gatekeepers to competitive colleges. Collegiate Grading Scale displays Collegiate's grading scale and GPA conversions. The grade of "No Credit Yet" is assigned to any work that does not meet grade level standards. Students earn credit in a graded class by earning a passing grade of 70.0% or higher.

Collegiate Grading Scale

Letter Grade	GPA	Percentage	Implications
A+	4.0	98.0-100.0%	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	4.0	93.0-97.9%	
A-	3.67	90.0-92.9%	
B+	3.33	88.0-89.9%	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	3.0	83.0-87.9%	
B-	2.67	80.0-82.9%	
C+	2.33	78.0-79.9%	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	2.0	73.0-77.9%	
C-	1.67	70.0-72.9%	
NCY ⁷⁹	0.0	Below 70.0%	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards.

PROMOTION REQUIREMENTS

Pursuant to Education Code Section 48070-48070.6, and as a Local Education Agency, Collegiate shall adopt a policy regarding student promotion and retention.

Collegiate holds our students to rigorous promotion standards at each grade level. The purpose of holding students to clear grade-to-grade promotion requirements is to ensure that students are accumulating the course credits that they need in order to ultimately graduate from Collegiate and that we thereby prevent students from arriving in grade 12 substantially credit deficient with no viable plan for recouping missing credits.

⁷⁹ The No Credit Yet grade is intended to require students to re-do work that does not yet meet the standard in order to demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure*. New York: Random House, 1969.

Collegiate's approach to grade level promotion standards seeks to prevent instances like these and to ensure that we are promoting students into the upper grades ready to take on the increasing rigor of our curriculum in the upper grades with the ultimate goal of ensuring that no Collegiate student reaches college needing to take (and pay for) remedial courses in college.

In order to earn promotion to the next grade level, a student at Collegiate must meet the following promotion requirements:

Collegiate Grade Level Promotion Requirements

<i>Promotion to...</i>	10th	11th	12th	Graduating
Course credits	65*	130*	190	230
Exams⁸⁰			April College Board SAT Exam	October College Board SAT Exam

Students who do not meet the promotion requirements within the course of the regular school year have the opportunity to retake up to 10 credits of coursework over the summer during Summer Academy, as reflected in our three-year budget.

Attendance

Habitual truancy is highly correlated with low academic performance.⁸¹ Collegiate adopts an attendance policy that seeks to ensure that we strongly support students in achieving high levels of attendance and thereby high levels of academic performance. We track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any student academic progress. Charter School leaders and staff communicate this policy proactively to students and families and uphold and implement the policy fairly and consistently.

COMMUNICATION WITH FAMILIES AROUND ACADEMIC PROGRESS, PROMOTION AND GRADUATION

Collegiate's leadership team and teachers have a formalized and family-friendly system for communicating with students and parents about all aspects of their students' academic and social development including promotion and progress toward graduation. The Charter School's promotion and graduation requirements are clearly laid out in Collegiate's Scholar & Family Handbook, which each family receives upon submitting their intent to enroll form. Families receive the updated and revised family handbook annually at orientation each summer.

Collegiate communicates early, clearly, transparently and frequently with students and families around promotion/retention decisions. While we recognize, per state, federal and district statutes, that we cannot require parent participation or communication from our families, we go to great lengths to invest our families in the communication structures and partnership practices that we know best support our students' success. Formal family communication around promotion decisions and progress toward graduation happen through five key structures and routines throughout the year at Collegiate:

- August Family Chats and/or grade level family orientations
- Academic progress report conferences (quarterly)
- Progress report quarterly mailings

⁸⁰ Collegiate pays for students to each complete two SAT exams: one in the spring of junior year and a second in the fall of senior year.

⁸¹ http://issuu.com/news_review/docs/snr_truancy_en?viewMode=magazine&mode=embed.

- Weekly/monthly advisor check-ins⁸²
- January and June grade level retention meetings

August Family Chats: Each August, Family Chats are scheduled for all new-to-Collegiate students and families. At these individual meetings, invitational and not required, school leaders and advisors meet with students and family members to review the Scholar & Family Handbook and walk through the Collegiate Commitment to Excellence,⁸³ which again lays out the school's promotion and graduation requirements. During this meeting, the Principal or a Dean along with a teacher serving as an advisor take the opportunity to conference with the student and family individually to discuss the student's academic and personal goals, their personal analysis of his/her academic and character strengths and areas for growth, and the school's behavior expectations and discipline plan. The tone of this meeting is both celebratory and serious: The school leader or advisor joyfully congratulates the student and family on committing to the rigorous academic challenges of the ensuing year; they also clearly describe the communication milestones and intensive support that the student and family receive if the student is struggling.

Academic Progress Report Conferences: Progress reports are mailed home to families every 7-8 weeks. Progress reports consist of an interim report card reflecting current grades, a short narrative summary of progress in the student's home language from the student's advisor, as well as a letter from the Principal designating the student's current academic standing: (a) In Good Academic Standing (earning $\geq 70.0\%$ for the year in all classes); (b) On Track for Summer Academy (earning $\leq 70.0\%$ in one or two class); or (c) Promotion-in-Doubt (earning $\leq 70.0\%$ in three or more classes). Families of students flagged as Promotion-in-Doubt receive phone calls home scheduling in-person conferences with the student, a school leader, and a care-taking family member. Academic progress report conferences are requested with all families of students whose promotion is in jeopardy, as laid out in the Collegiate Family-Student-School Commitment. The purpose of the conference is twofold: Foremost, the conference provides an opportunity for the family and school leader to help the student diagnose causes of underperformance and formulate an improvement plan. In extenuating circumstances, the meeting may take place as a home visit or phone conversation. All families of students whose promotion is in doubt receive explicit written notice in the form of a letter attached to the progress report that outlines the steps the student and school take.

Weekly Advisor Check-ins: Any student whose promotion is in doubt has a weekly check-in during College Readiness class time with their advisor. The purpose of this time is to check in on the student's follow-through with his/her improvement plan and to ask for any additional support s/he may need from the advisor or the school. The advisor logs notes from this these weekly check-ins in the student information system so that school leaders can ensure that weekly check-ins are happening consistently and review progress.

Semester Report Cards: Semester report cards go home approximately three days after the close of each academic term to all families. These reflect the student's grades for the term and their current GPA and cumulative GPA. The report card includes a progress note clearly delineating the student's academic standing – as described above – and must be signed and returned by a caretaking family member.

⁸² Academic advisors check in monthly via phone or in person with all advisees in their advisory. Advisors formalize a weekly communication structure with families of any students who are promotion-in-doubt.

⁸³ While of course not a legally binding contract, the Commitment to Excellence seeks to ensure that all families matriculate their students at Collegiate clear about the expectations for family communication that the school holds in order to support struggling students.

June Retention Meetings: Upon the conclusion of Semester II and Summer Academy, final credits for the year are calculated, and individual letters communicating promotion decisions for students in good academic standing and for those slated for grade level retention are mailed home. Students facing retention are asked to come into Collegiate with a caretaking family member to meet with the Principal or a Dean to discuss the plan for their grade level do-over year. We anticipate that, given the extensive communications that have preceded this meeting around the student's academic status, families are well-prepared for this decision. The tone and focus of the meeting centers around how best to support the student in the upcoming year, how the student can prepare to have a markedly more successful year, and how re-doing the grade level better position the student on the climb up the mountain to college.

Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁸⁴

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

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

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

⁸⁴The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

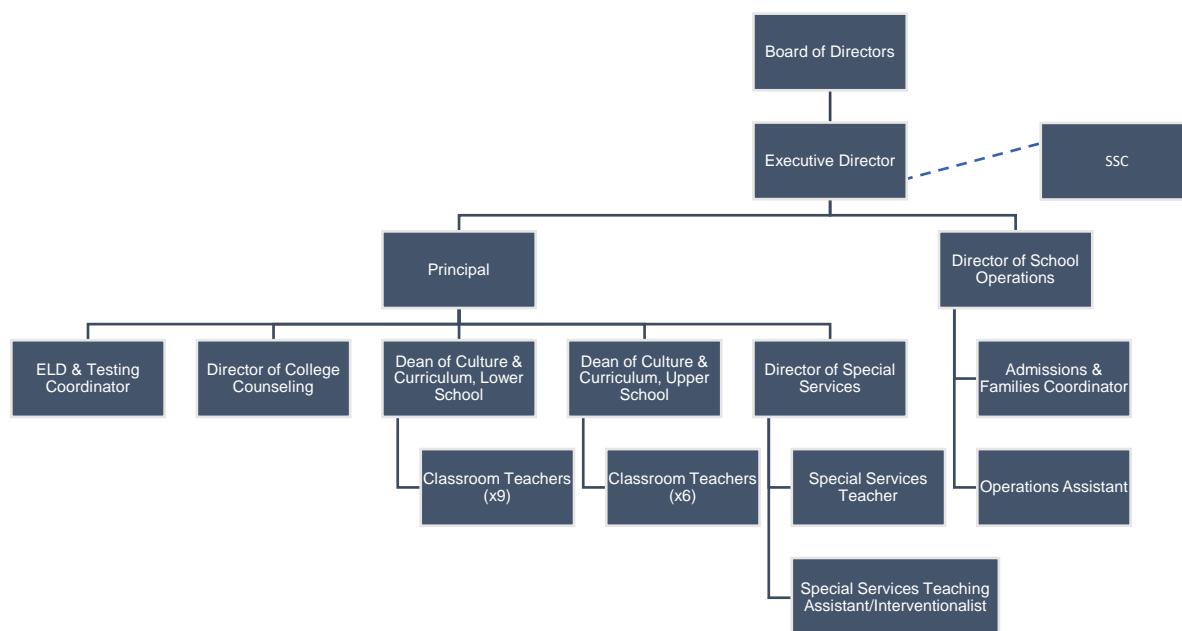
Collegiate Charter High School of Los Angeles is an independent charter school and is governed by and operate as a 501c3 public benefit corporation within the State of California with an independent Board of Directors (“Collegiate Board” or “Collegiate Board of Directors”).

The Collegiate Board of Directors maintains active and effective governance of the Charter School. The Board holds the school accountable to its mission, ensure that it operates with fidelity to the beliefs and design described and ensured in the terms of the Charter, and oversee financial viability, regulatory compliance, and organizational health over time. The Collegiate Board establishes and approve policies that dictate the execution of all management responsibilities, including but not limited to, fiscal, personnel, and student policies.

Organizational Chart

The Board Governance & Accountability Structure displays the corporate governance structure under which Collegiate operates. The Executive Director reports directly to the Collegiate’s Board of Directors and manages the executive leadership team of the Charter School.

Board Governance & Accountability Structure



Major Roles and Responsibilities

BOARD OF DIRECTORS

As Collegiate’s fiduciary and as the governing body for the school, Collegiate Board holds responsibility for providing oversight of the Charter School’s financial, operational, and fiscal management. The Collegiate Board delegates management decisions to the school’s chief executive, the Executive Director, through the following three delegation and oversight protocols:

- (1) **Hiring of the Executive Director:** The Collegiate Board sets compensation for, hires, supports, and evaluates the Executive Director and delegates all day-to-day management decisions to the Executive Director. The Executive Director reports to the Collegiate Board and hires, supports, and evaluates all school staff, oversee the instructional program, and report back through written management reports, financial dashboards, and academic dashboards provided to the Collegiate Board at monthly Collegiate Board meetings, publicly held in full accordance with the Brown Act. The Collegiate Board sets evaluative measures in place to monitor and report on the effectiveness of the Executive Director in this capacity, provides an annual written evaluation to the Executive Director, and maintains this evaluation as part of the personnel file for the Executive Director.
- (2) **Approval of all school policies:** The Collegiate Board, through its committee structure, helps develop and holds responsibility for adopting any school policies including the Family & Scholar Handbook and the Employee Policies Handbook.
- (3) **Ongoing monitoring of performance through dashboards:** The Collegiate Board reviews monthly data dashboards, quarterly school report cards, and an annual school report to gauge Collegiate's performance and progress on an ongoing basis. The Collegiate Board holds the Executive Director responsible for providing data through this system of dashboard on key operational, fiscal, and academic measures.

As set forth in the bylaws, the Collegiate Board of Directors meets at least six times per year, in full accordance with the Brown Act.

The Collegiate Board consists of 7 to 15 Directors and maintains an odd number of members for voting purposes. The Collegiate Board functions in accordance with its approved Bylaws. The Collegiate Board operates under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and utilizes a committee structure.

EXECUTIVE DIRECTOR

Reporting to the Collegiate Board of Directors, the Executive Director is responsible for the operational and fiscal vitality/sustainability of Collegiate while ensuring that strong internal/external communication efforts are executed clearly and efficiently. The Executive Director oversees governance, fundraising, hiring, partnerships, and the Principal. The complete job description for the Executive Director is included in Element 5, below.

PRINCIPAL

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. The complete job description for the Principal is included in Element 5, below

Governing Board Composition and Member Selection

Composition of the Board

Each member of the Collegiate Board is carefully selected for his/her involvement in the community, dedication to education and student achievement, professional skill sets that contribute to sound governance and oversight of a public charter school, and alignment with

Collegiate's mission and vision. Collectively, this committed group of individuals demonstrates a track record evidencing the skills and experiences necessary to guide Collegiate's fiscal and academic health. Several members of the Collegiate Board have extensive teaching experience. Many are Los Angeles natives and attended LAUSD K-12 schools, and all have lived and worked in the city for several years. The Collegiate Board's diverse expertise in a number of fields – education, community development, finance, law, non-profit organizations, and consulting for business and organizational development – allows it to provide strong governance and oversight of Collegiate.

Selection of additional Collegiate Board members is the responsibility of the full Collegiate Board. A stable, dedicated Collegiate Board is essential for Collegiate's success, and we are committed to a careful screening process in order to ensure additional Collegiate Board members share the same core beliefs and values for student achievement. The Nominations Committee presents board candidates to the Collegiate Board, and the Collegiate Board as a body consider and vote on the candidate within a public meeting. Details of that process are outlined below.

Governance Procedures and Operations

LOCATION AND FREQUENCY OF BOARD MEETINGS

The Collegiate Board and its committees meet monthly on an ongoing basis for 90-minute regular board meetings and convene for an annual all-day strategic planning retreat each May in advance of the impending school and fiscal year. Collegiate Board meetings and committee meetings take place in Los Angeles in a location convenient to the greatest extent for all Collegiate Board members and where the public's attendance can also be accommodated during open sessions of the Collegiate Board's regularly scheduled meetings. In accordance with Education Code 47604.1(c)(3)(B), a two-way teleconference location shall be established at the Charter School site during Board meetings. All meetings are publicly noticed and conducted in accordance with the Brown Act.

BOARD DECISION MAKING

For the Collegiate Board to take action, a quorum of the Collegiate Board must be physically present and/or present by phone within LAUSD jurisdictional boundaries. The annual meeting schedule for the Board is finalized each July, and meeting dates for each upcoming meeting are advertised on the CharterSchool's website at least three weeks in advance of the meeting dates. All Collegiate Board actions are formalized either through simple majority vote during open meetings in accordance with the Brown Act. Members receive board packets with relevant materials enclosed via email at least one week in advance for their review and consideration.

Stakeholder Involvement

PARENT INVOLVEMENT

Collegiate believes deeply in the power of family relationships and family engagement in transforming Collegiate's capacity to serve students well and get to great academic outcomes. In addition to inviting families in for Family Chats, academic conferences and a host of family programming events, we convene a School Site Council comprised of a combination of school administrators, parents and teachers to give input on the school's accountability plan each year.

TEACHER AND STAFF INVOLVEMENT

Collegiate's organizational structure embeds a number of opportunities for teachers and staff to take part in shaping the organization's direction and quality of the school's academic program.

Teachers and staff also participate in an annual Saturday Retreat, when the whole Charter School adult team convenes to analyze data and identify strengths and areas for improvement in execution of the academic program.

Beyond these whole-staff measures, a number of our highest-capacity teachers exercise significant decision-making around key elements of program implementation through the key roles they play as leaders of various functional teams within our Charter School's operating structure. Through this structure, each year 5-10 teachers across the school's faculty access functional team leadership opportunities.

This structure enables Collegiate's executive leadership team to develop our emerging leadership talent as well as to ensure that teachers are regularly accessing opportunities to help define the Charter School's approach to instructional excellence and culture-building. These Grade Level Team Leaders and Deans meet monthly with the executive leadership team to discuss key priorities for Collegiate and access additional professional development opportunities outside the school in order to ensure that they develop expertise and skills with which to support their teams.

THE SCHOOL SITE COUNCIL

The School Site Council (SSC) includes the Executive Director, and elected representatives of the teachers, staff, parents and students. Each member has equal voting rights. The SSC shall be made up of no fewer than 12 members, with equal numbers of parents/students and teachers/staff. The School Site Council shall carry out the following duties:

- Develop and approve the Single Plan for Student Achievement for referral to the Collegiate Board for their approval, including obtaining recommendations from all stake holders and any applicable school advisory committees (Ed Code 64001), and allocating related expenditures in accordance with all state and federal laws and regulations.
- Provide ongoing review of the implementation of the Single Plan for Student Achievement with the Executive Director, Principal, teachers, and other school staff members.
- Make modifications to the Single Plan for Student Achievement whenever the need arises.
- Submit the modified Single Plan for Student Achievement for Collegiate Board approval whenever a material change a (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc.), evaluate the progress made toward Charter School goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the SSC by the Collegiate Board and by state law.

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

Collegiate’s staffing model prioritizes three key objectives that best enable the Charter School to be appropriately staffed to implement our mission and vision as we grow:

- (1) All Collegiate students’ courses and classrooms are led by appropriately certificated, highly qualified, and highly effective instructors.
- (2) All Collegiate students receive appropriately differentiated academic, behavioral, and social-emotional support and interventions in the course of their daily and weekly schedules.
- (3) All Collegiate teachers have clear performance goals, a clear and sustainable set of professional roles and responsibilities, and appropriate operational support, instructional resources and professional development opportunities to enable them to successfully meet their goals and execute on their roles and responsibilities.

Collegiate’s staff is comprised of an executive leadership team, teaching faculty, student advising and support staff, and operations personnel. As the primary school site administrator and reporting to the Collegiate Board, the Executive Director oversees the full team’s execution of key roles and responsibilities, ensures that each student is taught by teachers meeting all state and federal regulations, and ensures that each student is appropriately supported by appropriate personnel.

Collegiate’s organizational structure reflects the school’s commitment to instructional and operational excellence with the Principal and Director of School Operations reporting to the Executive Director, and the instructional and operations teams reporting to the Principal and

Director of School Operations, respectively. Collegiate's organizational structure allows for every teacher and support staff member to be coached by a member of the school seven-person leadership team, which is comprised of the Executive Director, Principal, Director of School Operations, Deans of Culture & Curriculum, Director of Special Services, and Director of College Counseling. Leadership team member informs the Executive Director and Principal regarding elements of specific teachers' evaluations, and the Principal is responsible for conducting the evaluations.

Collegiate's staffing model features both an Executive Director, as well as a Principal in order to ensure that the Charter School's instructional leadership is strong and supportive.

Job Descriptions and Minimum Qualifications

Collegiate hires highly qualified, dedicated staff members per the qualifications and roles delineated as follows.

Executive Director

The Executive Director is formally the chief executive for the organization as a whole.

Champion and Strategize toward Student Achievement

- By overseeing and supervising the Charter School's Principal, lead and oversee the school's instructional program
- Analyze data with the Principal and other members of the school leadership team regularly to maximize student performance
- Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by Collegiate

Champion and Strategize toward Operational Excellence

- Oversee the Director of School Operations
- Ensure that the Charter School maintains compliance with all applicable federal, state and local laws, statutes and regulations
- Ensure strong human resources practices
- Manage Collegiate's relationship with third-party back-office provider
- Ensure that the Collegiate runs smoothly, efficiently, and on budget

School Leadership

- Lead the Charter School's Executive Leadership Team, comprised of the Executive Director, Principal, and Director of School Operations
- Model the Collegiate values and set the standard for professional behavior
- Create a data-centered and achievement-oriented school culture
- Cultivate positive relationships with parents and the local community
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos
- Partner with the Collegiate Board to develop and execute on a 5-year strategic plan

Resource Management

- Lead and direct all fundraising activities
- Oversee annual budgeting process and management of monthly budget
- Manage facilities contracting and acquisition

- Partner with the Collegiate Board to develop and execute on a site search plan to secure a permanent campus for the Charter School

Talent Management

- Lead all staff/teacher recruitment and selection work
- Ensure that the Charter School implements a research-proven teacher performance evaluation framework that uses student achievement data as a primary factor for staff promotion and renewal

Governance & Reporting

- Serve as direct contact and sole reporting agent to the Collegiate Board of Directors
- Monitor Collegiate's progress and performance against accountability goals set forth in the charter
- Report progress and performance against goals to the Collegiate Board on a monthly basis and externally through the Charter School's annual report
- Ensure that the Charter School adheres to all Collegiate Board-approved policies, including the Charter School's fiscal policies and procedures, the employee policies, and the charter

Discipline

- Ensure that all employees of the School uphold the School's Student Code of Conduct as delineated in the Scholar & Family Handbook
- Oversee or appoint designee to oversee all matters relating to student suspension or expulsion

Skills, Characteristics and Minimum Qualifications

- Very, very strong classroom management and discipline skills
- Excellent communication skills, especially with students and parents
- Extremely high standards for student achievement
- Team player
- Belief in the Collegiate's mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and "roll-up-my-sleeves" attitude

Education, Skills, Experience, Characteristics and Minimum Requirements

- Three years of teaching and/or school leadership experience preferred with a proven record of high student achievement
- Experience managing a high-performing team toward measurable outcomes
- Bachelor's degree; Master's degree preferred

Principal

The Principal is formally the instructional leader for the organization as a whole.

Champion and Strategize toward Student Achievement

- By overseeing and supervising the Charter School's instructional staff, including all deans, directors and teachers, lead and oversee the school's instructional program
- Analyze data with the Executive Director, deans, and other members of the charter school leadership team regularly to maximize student performance

- Ensure that every student shows dramatic achievement gains and that the charter school meets the ambitious performance goals set by Collegiate

Lead and Manage the Charter School's Instructional Leadership Team (ILT)

- Plan and participate in regular ILT meetings
- Lead staff trainings at start and end of school year and on professional development days
- Work closely with deans to support high-achievement academic culture
- Support grade level team leaders in developing leadership skills
- Model the Collegiate professional and core values at all times; be a visible and highly engaged leader in the school community

Teacher Selection, Development and Evaluation

- Partnering with the Executive Director, interview and select teachers
- Plan appropriate professional development for all teachers
- Formally supervise, observe, and evaluate all instructional staff

School Leadership

- Model the Collegiate values and set the standard for professional behavior
- Coach and manage all school deans and instructional program directors (Director of College Counseling and Director of Special Services), in particular coach Deans of Culture & Curriculum around their coaching and management of direct reports
- Create a data-centered and achievement-oriented school culture
- Cultivate positive relationships with parents and the local community
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos

Discipline

- Ensure that all employees of the School uphold the School's Student Code of Conduct as delineated in the Scholar & Family Handbook
- Serve as the Executive Director's designee for all matters relating to student suspension or expulsion

Skills, Characteristics and Minimum Qualifications

- Very, very strong classroom management and discipline skills
- Excellent communication skills, especially with students and parents
- Extremely high standards for student achievement
- Team player
- Belief in the Collegiate's mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and "roll-up-my-sleeves" attitude

Education, Skills, Experience, Characteristics and Minimum Requirements

- Three years of teaching and/or school leadership experience preferred with a proven record of high student achievement
- Experience managing a high-performing team toward measurable outcomes
- Bachelor's degree; Master's degree preferred
- A California administrative credential

Director of School Operations

The role of the Director of School Operations (DSO) is to lead a high-performing team of operations staff, whose chief function is to remove all non-instructional obligations and burdens from the plates of teachers and instructional leadership personnel. Responsibilities of the DSO include but are not limited to:

Budget and Finance

- Work with the Executive Director to develop and manage the budget
- Maintain accurate records of all financial transactions and submit them to a third-party back-office services provider for processing
- Participate in monthly meetings to review/account for budget variances; monitor usage of the school credit card
- Ensure adherence to Charter School's fiscal policies and procedures; participate in annual financial audit process by providing documentation as needed to auditors
- Manage school purchasing process by placing orders with vendors, tracking delivery, and maintaining inventory

School Operations

- Each year, prepare the campus for start-up/new school year by ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action
- Process new hires and maintain employee records to prepare the facility for occupation
- Manage the tracking and follow up regarding teacher certification and employee benefits
- Ensure compliance with all state, federal, and local employment laws and policies
- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security
- Manage the Collegiate's food and transportation services by coordinating with service providers and overseeing deliveries
- Manage the school's supply and asset inventory

School Administration

- Ensure the timely implementation of all items on Collegiate's monthly administrative calendar
- Ensure that Collegiate is adhering to all local compliance and reporting requirements, as per calendars and guidelines provided by the Executive Director and any third-party back office provider
- Provide oversight of the planning and execution of school special events, such as field lessons, parent conferences, and graduation
- Oversee the administration of all student assessments
- Disseminate progress reports to school staff and ensure the timely production of student report cards
- Ensure that student records are properly maintained and updated at the school

Management and Leadership

- Directly supervise all operations personnel including Operations Assistants and the Admissions & Families Coordinator
- Actively serve on the Charter School's Executive Leadership Team, as well as on the Charter School's Instructional Leadership Team

- Model strong whole-group management and reinforce and uphold Collegiate's behavioral expectations during transitions, meals, and whole-group activities

Education, Skills, Experience, Characteristics and Minimum Requirements

- At least 4 years of operations management experience in a fast-paced, entrepreneurial environment
- Demonstrated passion for and commitment to Collegiate's mission and educational model
- Comfort level with financial oversight and budgetary tracking to support strategic growth
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a "roll-up-my-sleeves attitude"
- Bachelor's degree

Director of College Counseling

The Director of College Counseling oversees the college office for the Charter School and leads all work to foster a strong college-going culture across all grade levels and all facets of the Charter School.

Leadership of Program

Build and operate best-in-class systems and protocols for various facets of the School's early college awareness and college to-and-through programming:

- Leveraging research-proven best practices for college access work nationally, develop and implement a comprehensive college counseling and financial aid program for the school to ensure that 100% of Collegiate's scholars match at a selective or highly selective colleges and/or universities
- Support school-wide culture initiatives (lead assemblies, discipline meetings, academic intervention meetings, etc.)
- Monitor scholar achievement and culture data and develop and implement a data-driven process for setting grade level and whole-school culture and achievement goals
- Design, oversee, and implement the school's alumni support initiatives to track and support high levels of college persistence and graduation among all Collegiate alumni

Education, Skills, Experience, Characteristics and Minimum Requirements

- At least 2 years of college counseling experience with a track record of success supporting first generation students' admission to selective and highly selective colleges and universities
- Demonstrated passion for and commitment to Collegiate's mission and educational model
- Comfort level with helping families navigate college financial aid
- Willingness to work autonomously, collaboratively, and/or under as needed

- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a “roll-up-my-sleeves attitude”
- Bachelor’s degree
- Strong written and oral Spanish language skills

Dean of Culture & Curriculum

The Deans of Culture & Curriculum (DCCs or Deans) are key members of the Charter School’s Instructional Leadership Team. Overseen by the Principal, the DCCs each oversee specific grade levels for the Charter School: There is a lower school (9-10) DCC, and there is an upper school (11-12) DCC. Under the Principal’s supervision and by coaching portfolios of classroom teachers, the DCCs lead work to ensure joyful, scholarly, and highly engaged classroom culture across the School and rigorous daily lessons that result in breakthrough student achievement gains for every student.

Essential responsibilities of the Dean of Culture & Curriculum include but are not limited to:

Establish Structured, Positive, and Inspiring School Culture

- Own Collegiate’s character development program for your grade levels and ensure it builds and reinforces positive self-identity and necessary character strengths
- Lead recognition assemblies, parent workshops, family and community service events and other school-wide culture-building activities
- Partner with parents and families to build authentic school-wide community
- Coordinate and implement a school-wide behavior management system with meaningful incentives and consequences
- Work closely and effectively with children who have behavior challenges and their families; partner with Director of Special Services and Special Services Interventionist and teachers to execute individualized behavior interventions when needed
- Facilitate staff trainings on student-teacher relationships, classroom management, parent partnership, and school culture
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive
- Accurately monitor and analyze daily student attendance, homework, and discipline records; create new systems and structures to proactively address school’s areas of need

Demonstrate Exceptional Teacher Leadership

- Directly coach a portfolio of teachers to help them master Collegiate’s instructional methodologies
- Ensure that all teachers in your portfolio plan and deliver rigorous, standards-aligned daily lessons
- Support teachers’ use of data to drive re-teaches and students’ academic growth
- Train teachers to develop clear and consistent classroom expectations and routines

- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Write thorough, thoughtful, actionable formal evaluations for portfolio of teachers
- Model great instruction

Serve as an Active Member of the School's Instructional Leadership Team

- Participate in regular leadership team meetings
- Lead staff trainings at start and end of school year and on professional development days
- Assist teacher leaders (e.g., deans, grade team leaders) in developing leadership skills
- Model the Collegiate professional and core values at all times
- Be a visible and highly engaged leader in the school community

Education, Skills, Experience, Characteristics and Minimum Requirements

- Exemplary instructional and classroom management skills
- Proven track record of meeting extremely high standards for student achievement
- High level of personal organization and planning
- Excellent communication skills with diverse constituents (teachers, parents, children, Collegiate Board members); clear writer, facilitator and public speaker
- Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback
- Team player; maturity, humility, strong work ethic, follow-through, sense of humor, and “roll-up-my-sleeves” attitude
- Strong belief in the Collegiate mission and educational model
- A bachelor's degree; master's degree preferred
- At least 3 years of urban teaching experience with a record of high student achievement
- Experience leading and managing adults
- A valid California teaching credential if DCC is to teach core course

Director of Special Services

Responsibilities of Director of Special Services (DSS) include but are not limited to:

Special Education Program Implementation

- Ensure all students, including students with IEPs, make ambitious and achievable academic progress each year
- Lead systematic building, improvement, and expansion of Collegiate's continuum of special education services, including building the knowledge, skills, and mindsets of colleagues and staff
- Serve as instructional coach for RSP Teacher and for small portfolio of teachers implementing an inclusion model in general education classrooms
- Serve as “owner” and “facilitator” of all aspects of the special education and 504 processes (i.e. writing and implementing rigorous, standards-driven IEPs, managing legal documents and files related to students' IEPs and 504 plans, ensuring all services are in compliance with mandates, coordinating annual IEP review process and initial IEPs, collaborating with and leading team of related service providers at Collegiate, etc.)
- Manage a strong, professional relationship with LAUSD and act as the charter school administrator when meeting with LAUSD
- Manage RTI process (i.e. determining which scholars need intervention, assigning them to specific interventions, tracking progress within interventions, etc.) and SST process
- Manage the “Child Find” process for incoming students with IEPs

- Manage the initial referral process, conscientiously identifying students with special needs while actively working against the mis- and over-referral of students frequent in low income areas
- Build and maintain strong family partnerships, including but not limited to, providing all families with robust information about the special education process and services
- Collect and analyze special education data trends and proactively problem solve ways to better serve all students
- Coach a team of learning specialists and interventionists
- Design and deliver high impact professional development for special education team and all teachers
- Coordinate IEP program services and ensure all teachers know their special education responsibilities
- Partner with other school leaders to coordinate testing accommodations
- Contract, coordinate, and oversee all related services

Student Achievement & Character Development

- Ensure all staff hold all students to high academic and behavioral standards
- Relentlessly demonstrate and embody the character skills and actively teach, reinforce, and celebrate character skills; collaborate with the team to ensure behavior intervention plans are well designed and well implemented
- Deliver measurable student academic growth and increase each individual student's achievement; collaborate with the DCCs to ensure the assessment of every student's mastery of the content and support teachers and coaches in diagnosing and responding to areas of student misunderstanding

Core Instructional Excellence

- Ensure strategic scaffolding of instruction that maintains high rigor for all students
- Coach and support pedagogical skills that result in all students being supported to reach high academic and behavioral outcomes
- Deep content knowledge in reading development is an asset at all levels, though not required
- Collaborate with teachers, Charter School support staff, and Charter School leadership to provide professional development as needed

Classroom Culture

- Ensure that the positive, achievement-oriented, and structured learning environment invests all students their own achievement
- Embrace and use school culture systems, while seamlessly integrating individual student accommodations and modifications
- Identify students who are struggling behaviorally and provide proactive support
- Understand guidelines for suspension and expulsion of students with IEPs and ensure procedural rights are upheld

Planning and Data Analysis

- Set measurable, ambitious yet attainable goals for the year and for each interim assessment cycle
- Internalize standards and scope and sequence (for own grade/subject and the grades one year before and one year after) and know how standards build and are assessed

- Thoughtfully review and plan lessons and develop and implement specific strategies to ensure that each student achieves dramatic gains
- Coordinate the collection and analysis of RTI data to ensure that all below grade level scholars are receiving high quality interventions

Student and Family Relationships

- Build rapport with students outside of class (e.g. lunches with students, special events) so students understand unambiguously that teachers care about them
- Invest parents and families in their children's academic success through regular communication of success and challenges; communicate and engage regularly with parents about student progress and IEPs
- Provide school-site support for families with children with disabilities

Education, Skills, Experience, Characteristics and Minimum Requirements

- Strong instructional and classroom management skills
- Strong problem analysis and problem resolution at both a strategic and functional level
- Knowledge of child development and different learning styles
- Unyielding commitment to students, self, and school's constant learning and development
- Team player
- Excellent communication skills
- Highly organized
- Belief in Collegiate's mission that the charter movement must embrace and serve students with disabilities
- Maturity, humility, strong work ethic, sense of humor, and "roll-up-my-sleeves" attitude; flexible, able to work autonomously as well as take direction as needed
- Experience and familiarity with IEP process, behavior modifications, and special education law
- Belief in and alignment with Collegiate's core beliefs and educational philosophy is non-negotiable
- Three or more years of teaching experience in a special education setting with a record of high student achievement
- Master's degree preferred
- Valid California Educational Specialist Level I credential and EL authorization

Special Services Teacher

The Special Services Teacher reports to the Director of Special Services to ensure high-quality special education services for students as we work to fulfill our mission for all students. The Special Services Teacher's responsibilities and qualifications include but are not limited to:

Roles and Responsibilities

- Providing pull-out and push-in RSP services for students with Individualized Education Programs (IEPs)
- Drafting IEPs and ensuring compliance with all components of the IEP
- Ensuring that all service minutes are provided and appropriately documented through special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Scheduling, preparing for, and facilitating IEP meetings

- Meeting regularly with other members of the special education to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Executive Director or Director of Special Services

Education, Skills, Experience, Characteristics and Minimum Requirements

- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data that demonstrates a track record of student growth on academic measures and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she is responsible, preferred
- Bachelor's degree required; Master's degree preferred
- Valid California Educational Specialist Level I credential and EL authorization

Special Services Teaching Assistant/Interventionist

The Special Services Teaching Assistant reports to the Director of Special Services to ensure high-quality special education services for students as we work to fulfill our mission for all students. The Special Services Teaching Assistant/Interventionists' responsibilities and qualifications include but are not limited to:

Roles and Responsibilities

- Under the direct supervision of the Director of Special Services, provide RSP services for students with Individualized Education Programs (IEPs)
- Collaborate with general education teachers to ensure academic success of special education students within the classroom
- Completing other tasks as directed by the Director of Special Services or by the Principal

Education, Skills, Experience, Characteristics and Minimum Requirements

- Effective communication with parents
- Working knowledge of content standards and curricular materials for the grade span for which he/she is responsible, preferred
- Bachelor's degree required

Classroom Teachers

Pursuant to Education Code 47605 (l) all core content teachers at Collegiate are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility is granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.

Classroom teachers at Collegiate hold the following critical responsibilities and meet the following specified minimum qualifications:

Outstanding Academic Achievement and Student Character Development

- Create a positive, achievement-oriented, and structured learning environment that excites and invests students
- Motivate students to realize high academic and behavioral standards
- Build classroom community by investing families in students' academic success and development of strong character and leadership traits
- Utilize data from Collegiate's interim assessments to drive instructional planning and to target interventions and supports
- Design and implement unit and lesson plans in collaboration with grade or content team
- Hold all students accountable through implementing school's code of conduct and behavior management systems during transitions, meals, trips, and school events
- Exemplify Collegiate's core values in all interactions with students, families, and colleagues

Professional Learning, Development, and Growth

- Collaborate with the Principal and Deans to improve instructional, culture-building, and leadership skills
- Attend all professional development, team planning, and data analysis meetings
- Participate enthusiastically in structured and informal learning and development opportunities

Education, Skills, Experience, Characteristics and Minimum Requirements

- Strong instructional and classroom management skills
- High level of personal organization and planning
- Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a "roll-up-my-sleeves" attitude
- Strong belief in the Collegiate mission and educational model
- Mastery of and enthusiasm for subject matter
- Two years of teaching experience preferred with a proven record of high student achievement as evidenced by measurable growth on assessments or other valid measures of academic achievement
- Bachelor's degree; Master's degree preferred
- *Minimum requirement: Single-subject California teaching credential in the pertinent content area(s)⁸⁵ and EL authorization*

ELD & Testing Coordinator

Reporting to the Principal and working closely with the DSO, the ELD & Testing Coordinator oversees compliance, planning and implementation, and program for the Charter School's ELD services and high-stakes testing programs.

Roles and Responsibilities

- Monitor progress of all EIs
- Ensure initial and annual ELPAC testing of all EIs
- Teach designated ELD courses
- Oversee the reclassification process

⁸⁵ Any teacher teaching a core course at Collegiate will hold valid California teaching certification in that content area. For example, if a teacher teaches both Biology and Drama, the teacher will hold single subject certification in both Biology and VAPA.

- Serve as School's College Board Testing Coordinator, ELPAC Coordinator, and CAASPP Coordinator
- Plan and coordinate all high-stakes testing
- Manage all testing data

Education, Skills, Experience, Characteristics and Minimum Requirements

- Strong instructional and classroom management skills
- High level of personal organization and planning
- Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a "roll-up-my-sleeves" attitude
- Strong belief in the Collegiate mission and educational model
- Mastery of and enthusiasm for subject matter
- Two years of teaching experience preferred with a proven record of high student achievement as evidenced by measurable growth on assessments or other valid measures of academic achievement
- Excellent data-management skills
- Proven capacity to quickly develop knowledge of detailed protocols and online platforms
- Capacity to troubleshoot under pressure gracefully
- Bachelor's degree; Master's degree preferred
- *Minimum requirement: Single-subject California teaching credential in the pertinent content area(s)⁸⁶ and EL authorization*

Admissions & Families Coordinator

The Admissions & Families Coordinator (AFC) is a member of the Charter School's operations team and reports to the Director of School Operations. The AFC is responsible for the recruitment, admission, and enrollment of all new students, as well as for all registrar work.

Roles and Responsibilities

- Under the direct supervision of the DSO, maintain and implement a calendar of community outreach activities to ensure the Charter School is fully enrolled at all times
- Partner with outside organizations (CBOs, public agencies, local middle schools) to raise Collegiate's profile in the community and ensure that local families understand that the Charter School is tuition-free, public, and open to all
- Help prospective families enroll at the School
- Manage all data in the Charter School's student information system
- Keep complete and current student files
- Manage transcripts and report cards
- Manage the Charter School's family engagement calendar of events and programming

Education, Skills, Experience, Characteristics and Minimum Requirements

- Effective communication with parents (strong written and oral Spanish language skills a must)
- Proven track record in sales and/or marketing
- Data management skills and the ability to keep detailed and complete student records

⁸⁶ Any teacher teaching a core course at Collegiate will hold valid California teaching certification in that content area. For example, if a teacher teaches both Biology and Drama, the teacher will hold single subject certification in both Biology and VAPA.

Operations Assistant

Overseen by the DSO, the Operations Assistant ensures that teachers and other members of the Instructional Leadership Team stay focused on daily priorities that most directly drive greater achievement outcomes. Examples of key roles and responsibilities of members of the Operations Assistant include but are not limited to:

Instructional Support

- Coordinate dissemination and collection of exams during internal and external assessment windows
- Help proctor exams to free up teachers for extra grading time
- Manage academic progress report and report card dissemination to families
- Schedule families for academic progress report conferences
- Manage all bulletin boards displaying academic content (design and data updates)
- Event-plan quarterly awards assemblies

Attendance

- Manage daily attendance including late student intake
- Follow up with parents via phone regarding absences/lateness
- Schedule parents for attendance follow-up conferences with DCCs or the Principal
- Manage attendance incentives planning and marketing to students

Meals

- Manage daily interactions with food services vendors
- Set up and break down breakfast and lunch
- Help supervise breakfast and lunch with leadership team members
- Manage invoicing for families non-F/R-eligible

Behavior Management and Discipline

- Manage student incentives tracking system
- Own and update all school culture bulletin boards and web content
- Plan any college trips and events and manage permission slip dissemination and collection for any off-campus trips
- Schedule parent/guardian conferences with the dean/Principal
- Manage uniform sales and uniform fundraising⁸⁷
- Support as an English/Spanish translator during staff-parent/guardian meetings

Skills, Education, Characteristics, and Minimum Qualifications

- Strong belief in the Collegiate mission and educational model
- Fluent in Spanish
- High level of personal organization and planning
- Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a “roll-up-my-sleeves” attitude
- Mastery of and enthusiasm for subject matter
- Strong command of Microsoft Office products (Word, Excel, PowerPoint, Outlook)
- Desire to work closely with students in an academic support role
- Bachelor’s degree required

⁸⁷ Students will all receive a free uniform upon matriculating at Collegiate; families may elect to purchase additional uniform items should they so choose. Families may apply for a uniform scholarship if they need their uniforms replenished. The Collegiate Board’s annual giving drive will fund the uniform scholarships.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in

consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

In accordance with California Department of Justice requirements, the Director of School Operations serves as Collegiate's Custodian of Records.

Student Health and Wellness

Daily, Collegiate offers a meal program for breakfast and lunch in partnership with Revolution Foods, a nutritional school lunch vendor recognized nationally for providing healthy, nutritious meals to high-performing charter schools. At a minimum, the Charter School provides 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.

Collegiate has a Local School Wellness Policy, which establishes how the Charter School supports and promotes the health and wellness of its students. This policy, at a minimum, includes:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness;
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day;
- Requirements that Stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy;
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public;
- Public notification informing and updating the public (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy; and
- Local designation of a Collegiate official responsible for ensuring the Charter School complies with the local school wellness policies.

Our wellness policy is reviewed in the School Site Council and is monitored by our Director of School Operations. We host community evening events to educate our community about the dangers of alcohol and drugs. These informative events are led by police officers and other community resources. All freshmen students complete a unit on alcohol and drug prevention in their Physical Education classes. Students are taught about the importance of nutrition in their biology classes. Health education also includes discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*), Collegiate shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once. Finally, The Charter School stocks at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that 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, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- 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
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents.

Element 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Court-Ordered Integration

STUDENT RECRUITMENT AND OUTREACH EFFORTS

Student recruitment is a key focus and remains a priority year to year, in order to maintain the forecasted student enrollment throughout the life of the Charter School. The Executive Director, Collegiate Board members, the Admissions & Families Coordinator, and Collegiate staff and parents are encouraged to continuously seek students who are of the age at which they can enter Collegiate accessing a path to and through college.

Collegiate believes that exposure to peers from diverse backgrounds fosters the learning experiences of all. Students and families learn from others how to respect different viewpoints and cultures, to recognize common ground, and to respect differences. Collegiate commits to ensuring that all students and families with whom we interface during recruitment outreach are made to feel welcome and respected.

The Charter School recruits students principally from the surrounding communities of East Los Angeles and Boyle Heights, as well as from the communities of adjacent South Los Angeles. The LAUSD’s Court-Ordered Integration Program ethnic goal is 70:30 or 60:40 (this ratio represents the percentage of predominantly Hispanic, Black, Asian or other – PHBAO – students as compared to other White). We are committed to upholding the District’s ethnic balance goal of a 70:30 or 60:40 ratio, which we ensure through pursuing student recruitment and outreach that attracts a diverse student body. Recruitment materials and presentations are

offered in both English and Spanish. Our Admissions & Families Coordinator and outreach volunteers speak the languages shared by families and community members. In addition, flyers and mass mailer postcards are created and distributed throughout the target community. More detailed mailings with a letter about the school are also sent out to targeted local middle schools, homes, businesses, homeless shelters, churches, community centers, area medical clinics, community housing partnerships, and other community-based organizations. Collegiate avoids causing disruption at local area schools by ensuring that our recruitment efforts take place after school hours and/or on weekends.

Throughout the student recruitment outreach process, interested families and parents receive lottery interest forms and later, applications for enrollment. These materials clearly explain that any student – regardless of special learning needs, home language, or family socioeconomic status – can attend the school for free. Our recruitment brochures and presentation materials also explain the goals and expectations of Collegiate to families, parents and students so that they understand the school's culture and vision of academic rigor and are prepared to matriculate smoothly and stay at the school for their complete 9 through 12 education.

Collegiate's prospective family outreach strategy entails canvassing the catchment zone annually to ensure that all families have information regarding the opportunity to attend Collegiate. Collegiate disseminates information and requests opportunities to hold prospective family information meetings at community schools and organizations including:

- East Los Angeles Community Corporation's housing development community rooms
- The Boyle Heights Sunday farmers market
- The Franklin Branch and Lincoln Heights libraries
- Variety Boys and Girls Club
- Weingart East Los Angeles YMCA
- Salesian Boys & Girls Club
- Endeavor College Prep
- Resolute Academy
- California Collegiate Charter School
- Extera Middle School
- Belvedere Middle School
- KIPP through College's fall high school fair
- Canvassing at local community events and celebrations

A sampling of our 2019-20 recruitment and outreach calendar, which is repeated annually, includes:

Date	Event	Location
August	Booth at National Night Out	Hollenbeck Police Station, Boyle Heights
August	Flyer drop	All businesses, libraries, churches on 1 st St, Soto, Cesar Chavez
September	KIPP Through College High School Fair	DTLA
September	Newsletter to middle schools' high school placement coordinators	Email
September	Tabling at Belvedere Middle School Back-to-School Night	Belvedere Middle School
September	Resolute Academy High School Fair	Charter School
September	Booth at Boyle Heights 5K	Mariachi Plaza
October	Endeavor College Prep High School Fair	Charter School
October	Newsletter to middle schools' high school placement coordinators	Email
October	Extera Public Schools' High School Fair	Catholic Charities on E. Cesar Chavez
November	Prospective family meeting at California Collegiate Charter School	Charter School
November	Door hangers to 15,000 residences in East LA	East LA
November	Advertisement in the Boyle Heights Beat	Online/print media

Element 8: Admission Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

Specific Admissions Requirements

Collegiate is an open enrollment, tuition-free public school with no specific requirements for admission. We admit all pupils who wish to attend the Charter School as outlined in *Education Code, Section 47605(d)(2)(A)*. To be included in the admissions process, families must submit

a complete Lottery Application Form, which include the student's name, grade, birthdate, and contact information. This form must be time-stamped by 5:00 pm on the third Friday in January.

In accordance with *California Education Code 47605(d)(2)(B)*, Collegiate holds a random public drawing (lottery) should the number of students applying for school admission exceed the number of spaces available in any given grade. Currently enrolled students shall be exempt from this lottery.

Preference for available spaces are given in order of the following:

1. Students who reside within the boundaries of the Los Angeles Unified School District
2. Siblings of currently enrolled students

No other preferences shall be given in the lottery or admissions process.

Student Recruitment

Recruiting Academically Low-Achieving, Economically Disadvantaged Students, and Students with Disabilities

At Collegiate, we serve all children. We are open to all students; however, as described in our recruitment plan (**Element 7**), Collegiate is committed to recruiting English Learners (ELs), low-achieving students, economically disadvantaged students, and students with disabilities and we have targeted our recruitment efforts in East LA, Boyle Heights, and South LA.

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(d)(2)(B)*, a random public lottery is held.

Method to Communicate to All Interested Parties the Rules to Be Followed during the Lottery Process

In the event that a lottery must be held because there are more applicants than seats available, all interested families receive a comprehensive letter detailing the lottery process in English and Spanish and any other language needed to serve the interested families.

To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery is conducted in both English and Spanish in a location that is widely accessible (the Charter School's facility) and at a time that allows the greatest number of interested individuals and parties to attend. 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 Collegiate's website. Parents are invited but not required to attend.

In the event that a lottery needs to be held, it is conducted on the last Saturday in January at 10:00 am. The lottery is conducted at the Charter School.

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.

The lottery begins by identifying students given preference under the terms of the Collegiate charter petition. When attending students and families arrive, they are provided with a copy of Collegiate's Random Public Lottery policy and with a confirmation card acknowledging their child's Lottery Application Form, day and time of the form's time-stamp, and any preferences that the student is eligible for.

The Executive Director or Director of School Operations introduces the lottery and explain the process to all stakeholders. The Executive Director begins the lottery by explaining the terms of this charter petition under which students who are given preference: (1) students residing within the boundaries of the Los Angeles Unified School District; and (2) siblings of currently enrolled Collegiate students.

Following the introduction and outline of the lottery process and rules from the Executive Director or Director of School Operations, a neutral third party draws student names until all openings are filled. Names are drawn until all openings are filled; all remaining names are then be drawn to populate the waitlist. At the conclusion of the lottery, all applicants have a space in the school or an ordered place on the waiting list, informed by the first and second order lottery preferences stated above and by the chronological selection of students' names during the single random drawing.

Should there not be more applicants than seats available by the close of the enrollment period, all applicants are notified in writing that they have a seat in the school, and all families have three weeks to confirm their acceptance of the seat by returning a signed enrollment form. We continue to accept Lottery Application Forms admitting students on a rolling and first come, first-served basis. After all seats have been accepted, we continue populate our waiting list on a first-come, first-served basis, as we receive Lottery Application Forms, prioritizing students with designated preferences in first order and second order. The table below describes the admissions and enrollment process and key dates.

Timelines for the Open Enrollment Period and Lottery

Action Item	Timeline	Details
Open Enrollment Period	First business day after July 1, 8:00 am through 5:00 pm on the third Friday in January	<ul style="list-style-type: none"> Families complete and submit intent-to-enroll forms
Random Public Lottery	Last Saturday in January, 10:00 am	<ul style="list-style-type: none"> Held if the number of applicants exceed available seats
Notification of Enrollment Status	Within five business days of the lottery	<ul style="list-style-type: none"> Families receive written notice via U.S. mail either of acceptance or place on waiting list
Enrollment Acceptance	Within two weeks of the lottery	<ul style="list-style-type: none"> Families return completed enrollment form
(Optional) Family Orientation Meetings	Held in May, June, and August	<ul style="list-style-type: none"> Families receive additional information about start of school year, bring completed enrollment paperwork

Public Random Drawing Procedures

In the event that the lottery cannot be held at the Charter School, Collegiate ensures that an alternate location is available. The alternate location shall be accessible to all interested stakeholders, parents, and families and be within the target communities of East Los Angeles and South Los Angeles. Collegiate makes the public aware of any changes in location via our website, posting the notice in Collegiate's main office and on Collegiate's website and by calling all interested parties.

The public lottery is held on the last Saturday in January at 10:00 am, so that most interested parties and stakeholders can attend.

The waiting list is established from the pool of applicants that do not receive admission to Collegiate through the random public lottery or, if no lottery is necessary, from applicants once all seats have been accepted.

Separate lotteries for each grade level are held only for those grade levels for which student applicants exceed open seats. During the lottery, all applicants' names are called. Once the number has exceeded the number of seats available within each grade level, the waiting list for that grade level is established. The waiting list is used to fill student vacancies before and during the school year.

At the time of the lottery or close of enrollment period if no lottery is needed, families receive written notice within three days sent through the US Mail by the Admissions & Families Coordinator or Executive Director if they have an enrollment seat or if they are on the waitlist, and if on the waitlist, their specific spot on that list. All applications that are submitted after the open enrollment period is added to the grade level waitlist in the order they are received.

If a seat becomes available during the school year, the Admissions & Families Coordinator contacts the first family on the waiting list through telephone contact and via U.S. mail and offer them a seat at Collegiate. Families typically are given 48 hours to complete and return an Enrollment Packet to accept a space at the Charter School.

WAIT LIST

Waitlists are not rolled over from year to year and all additional applicants are added to the pre-existing waitlists through the random public lottery. All families reserve the right to ask to be removed from the waitlist. The waitlist gets refreshed each February. Families are notified that the list will be refreshed and they are given the opportunity to submit a new application for the upcoming lottery.

All records of the lottery are made available, upon request, for public viewing. The Charter School shall keep meticulous records of specific policies and procedures outlined for the lottery as well as a list of attendees, enrollment forms, established enrollment lists and waitlists. The lists are kept in a binder in the front office and are accessible for public review and inspection upon request in order to protect student and parent privacy rights, student identification numbers are used instead of student names.

All incoming enrollment forms are date and time stamped to ensure accuracy and equity across all applicants.

Element 9: Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedure

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of Collegiate to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The books and records of the Charter School is kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Charter Schools as published in the State Controller’s K-12 Audit Guide. The Collegiate Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, non-profit and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Collegiate Board of Directors 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 Collegiate Board but may not include any members of the staff of the corporation, including the Executive Director. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Executive Director, Director of School Operations, Finance Committee 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, identify any audit exceptions or deficiencies, and report them to the Collegiate Board of Directors with recommendations on how to resolve them.
- The Collegiate Board reviews and approves the audit no later than December 15.
- The Collegiate 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. 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.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion

when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Discipline Foundation Policy

Collegiate implements a discipline foundation policy that conforms to LAUSD's discipline foundation policy per the modified consent decree. Our restorative justice-based plan for school culture includes a well-codified system of positive behavior supports and interventions, as well as alternatives to suspension, especially for behavior issues related to low academic achievement and attendance-related concerns.

Collegiate's discipline foundation policy borrows from several high-performing urban charter high schools nationally that have successfully fostered strong, safe, positive and achievement-oriented school culture among students in grades 9 through 12. These schools employ these developmentally appropriate practices in order to develop the decision-making habits and mindsets that college-bound students need in order to fully access a rigorous high school academic program and reach college prepared for increased independence. This plan consists of (a) Collegiate's Student Code of Conduct and our carefully tiered positive behavior intervention system. These policies are detailed in the Scholar & Family handbook and reviewed during family chats each year.

Collegiate has adopted a Student Code of Conduct that defines expected behaviors so that students and families are clear on the manner in which all students are expected to behave and so that students are clear on what choices are acceptable versus unacceptable. The code also provides clear rationale for each rule and expectation, so that our students – adolescents who are learning what constitutes strong, positive professional behavior – have context and clear reasons for the expectations they are being asked to meet. The code also makes transparent the positive behavior ladder of incentives for consistently meeting these expectations, as well as

the ladder of supports, and interventions, and consequences in place for not meeting these expectations. Further the code reflects Collegiate's student uniform policy.⁸⁸

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Collegiate fosters school-wide positive, achievement-oriented culture by recognizing and rewarding positive behavior that contributes to a safer, more focused and more academically successful learning environment. At Collegiate, students earn increasing levels of independence and privilege for consistently demonstrating that they can meet behavioral expectations. All students start their ninth grade year held to the same high behavioral expectations and supported by uniform structures and supports for meeting those expectations. Students may earn increasing independence and privilege in the area of professional attire by consistently meeting this expectation. In this way, students can earn opportunities for increased independence and decision-making by showing their mastery of the expectations around basic academic and professional habits that we know set them up for greater college success.

TIERED BEHAVIOR INTERVENTION

Students invariably occasionally make mistakes and poor choices as they learn to navigate school and their social worlds. Collegiate's discipline foundation plan incorporates a clear system of positive recognition for strong choices and actions, as well as logical consequences, supports and interventions for skill-building for students who choose to not meet expectations. The purpose of these structures is to develop students' positive habits and the social-emotional skills and executive function they need to exhibit in order to fully access Collegiate's academic program and reach college prepared to live and learn as independent thinkers and decision-makers.

Collegiate's ladder of consequences, supports and interventions seeks to preserve a safe and focused learning environment for all students through making clear the consequences for students choosing to not meet expectations while simultaneously recognizing and supporting the needs of students who struggle to meet our behavioral expectations and need additional interventions in order to develop stronger decision-making habits. These structures seek to ensure that Collegiate maintains focused classrooms and a safe, positive school while minimizing the use of highly invasive strategies like classroom removals or suspension that deter from academic learning time and predict attrition. Collegiate combines consequences with a reflection and in-class recovery process when students slip up. In this way, students' actions are not simply consequenced, which can begin to feel punitive and ineffective; instead, students are accountable for processing with a staff member around why the choice they made was detrimental, are supported by the staff member to recognize and practice how to make a better choice next time in a similar situation, and apologize to community members when and where appropriate to restore trust.

Collegiate employs the following sets of consequences, supports, and interventions:

- Merit deductions (demerits) paired with clear rationale for why it's important to meet a given school-wide expectation
- Quick in-class conference with a dean

⁸⁸ Collegiate has a uniform policy as part of the Family Student Handbook and consistently enforces the policy in accordance with all Federal, State and local laws and statutes. Students are provided with a uniform, as reflected in the Five-Year budget. Families may opt to purchase additional uniform items or may apply for uniform scholarships from Collegiate, which are funded through the Collegiate Board's annual giving campaign.

- Quick pop-out conference with a dean outside the classroom door to afford the student privacy
- Calls home to the student's parent by the teacher, advisor, dean or principal
- Suspension may be earned for any student who has engaged in behavior that is unsafe to him/herself, a peer, or a staff member
- Intensive individualized behavioral support plan for students with frequent and/or persistent struggles to meet behavioral expectations; plan may include morning advisor or dean check-ins, special seating, step-out breaks, cool-down cards, counseling, or a written plan on desk to be signed by each teacher at the conclusion of class

RESTORATIVE JUSTICE PRACTICES

The Charter School's restorative justice-based approach to discipline ensures that the environment is safe at all times for students and staff as student behavior is seen and treated inherently as a learning process. We emphasize the importance of behavior as student choice to empower students to own their choices and mistakes and to learn from them. Students engage in weekly mindfulness practice and daily social-emotional learning activities. The Charter School ensures that if ever a student is made to feel disrespected or unsafe by another student's choices or actions, there is a deliberate and thoughtful process of restoration and building of strong culture and relationships. This happens through our tiered Positive Behavioral Interventional Supports (PBIS), through conferencing with peers, teachers, advisors, dean or the principal, as well as through formal mediations and/or parent meetings. The goal is always and unwaveringly to leverage each difficult situation as a learning opportunity to help students understand the impact of their actions and choices and to recognize their own agency in ensuring a socially just environment within our school community and beyond.

ALTERNATIVES TO SUSPENSION

In the 2018-19 school year, the Charter School's suspension rate was under 1% with just two student suspensions the whole year. The Charter School employs a variety of alternatives to suspension, on a case-by-case basis, in order to address and correct for behaviors that are undermining to student safety or success. These include:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior with one of the deans
- Parent meetings to conference and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns
- Referral to outside counseling
- Referral for RTI
- Mediation
- Restorative conversation with individuals involved and apology when appropriate

All Collegiate teachers and staff are active participants in fostering strong culture and positive climate. This is only possible when all staff members share a crystal clear vision for how to drive great student culture. This begins with recruiting and hiring staff who show the capacity to consistently hold students to high expectations while also providing the right supports at the right time to ensure success for all students. Once the team is assembled each year, all staff members participate in intensive professional development over the summer for 15+ days. The

Principal embeds training on how to effectively implement the Charter School's schoolwide PBIS, how to proactively and strategically build and leverage strong relationships with students, and how to administer consequences and interventions appropriately. During summer PD, the team norms around expectations for students and participates in role-plays of difficult situations that can be anticipated each year.

Staff members are taught to actively look for and quickly and publicly reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They train on how to address off-task and distracting behavior in a neutral-to-positive tone and how to use radar and positive framing to preempt off-task behavior. "Positive Framing" focuses on using strategies to motivate and inspire students (e.g., when correcting behavior) because students are generally more motivated by positivity than negativity. "Radar" refers to a technique used by staff focusing on "being seen" by students because when students are aware that staff are watching them and expect them to do the task at hand, it can help prevent disruptive behavior from happening in the classroom.

USING DATA

Ongoing staff professional development is based on what data shows about students' progress. The Charter School uses Dean's List, an online platform that tracks merit, attendance, homework, and advisor call log data. Weekly, the grade level teams meet to review and reflect on this data and create tiered action plans to intervene for students who are struggling to engage in the positive behaviors that can help them achieve success in school.

Quarterly, the Charter School's leadership team performs an in-depth analysis of discipline data disaggregated by subgroup. If the Charter School's leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they lead the staff in identifying the cause of that trend and implement a plan to address that concern in the upcoming quarter.

In-School Suspension

The Charter School reserves the right to utilize in-school suspension as an alternative to suspension when appropriate. This alternative to suspension allows the student to continue receiving educational services as Collegiate, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

A student may be assigned to in-school suspension, at the discretion of the Principal, for actions that violated the Charter School's code of conduct or the 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.

Students assigned to in-school suspension are supervised by the Principal, and will serve their in-school suspension at a supervised suspension classroom. Students receive written assignment and tests during the duration of their in-school suspension to ensure they receive continued instruction.

Students with disabilities will continue to be provided with all supports and services as described in the IEP. Parents/guardians of students assigned to in-school suspension are notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspension will be no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. To ensure the safety of all students, staff, and visitors to

Collegiate, students who violated Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both), as well as those who commit mandatory suspension/expulsion recommendation offenses are precluded from in-school suspension.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for any of the acts enumerated below related to Charter School activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or while traveling or from, a school-sponsored activity

To protect the rights of students and to ensure that students are not inappropriately disciplined, a pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director determines that the pupil has:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (applicable to first offense only).
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.

- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Unlawfully offered arranged to sell, negotiated to sell, or sold the prescription drug Soma (applicable to first offense only).
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Engaged in an act of bullying as defined by Ed Code 48900 (r), and as amended by the legislature.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-12).
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).
- Made terroristic threats against school officials, school property, or both.

Also to be included are inappropriate acts related to electronic communications.

Collegiate prioritizes a safe and secure learning environment for all students. The Executive Director or the Principal as his/her designee determines whether a student has committed an offense(s) which is (are) grounds for expulsion in accordance with the California EC Section 48915. **Error! Reference source not found.** delineates whether an offense is grounds for mandatory suspension or expulsion or whether the Executive Director or the Principal as his/her designee exercises discretion in the case.

Grounds for Suspension or Expulsion

Administrator Recommendation of Expulsion	Expellable Offenses
<p>May Recommend Expulsion</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ul style="list-style-type: none"> a. Inflicted physical injury⁸⁹ b. Possessed dangerous objects, firearms, needles, or knives of any kind c. Possessed drugs or alcohol d. Sold look alike substance representing drugs or alcohol e. Caused damage to property⁹⁰ f. Committed theft g. Used tobacco h. Committed obscenity/profanity/vulgarity i. Possessed or sold drug paraphernalia j. Received stolen property k. Possessed imitation firearm l. Committed sexual harassment m. Harassed, threatened or intimidated a student witness n. Sold prescription drug Soma o. Committed hazing p. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> 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 [see Section 48915 (b)].
<p>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</p>	<p>Act must be committed at school or school activity.</p> <p><i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p>

⁸⁹ Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

<http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>.

⁹⁰ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

<http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>.

	<ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2). 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4). 5. Assault or battery, or threat of, on a school employee. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 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 [see Section 48915 (b)].
Must Recommend Expulsion (Mandatory)	<p><i>Education Code (EC) 48915(c)</i></p> <p>Act must be committed at school or school activity.</p> <ol style="list-style-type: none"> 1. Firearm <ol style="list-style-type: none"> a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. b. Selling or otherwise furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq. 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900. 5. Possession of an explosive.⁹¹

Students are subject to mandatory expulsion from Charter School for any of the reasons as specified in the *Education Code Section 48915(c)* and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

Out-Of-School Suspension Procedures

As detailed at the beginning of this Element, Collegiate commits to establishing a school culture in which all students are safe and able to learn. We believe that learning time is sacred and that many misbehaviors can be corrected in class. However, behavior that continually disrupts the

⁹¹ <http://www.cde.ca.gov/lr/ss/se/expulsionrecomm.asp>.

school environment or those behaviors detailed above may warrant suspension or expulsion, which occur through the following steps.

The suspension of a student is at the discretion of the Principal as the Executive Director's designee. The Principal initially notifies parents via telephone of the suspension. In order to ensure that in the case of suspension both the student and the parent receive adequate notice and meaningful opportunity to be heard prior to suspension, Collegiate implements the following three-step protocol:

Step 1 – Informal Family Conference: Suspension is preceded by an in-person conference conducted by the Principal with the student and the student's parent or guardian to provide an opportunity for the student and parent(s) to be heard. The conference may be omitted if Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

Step 2 – Determination of Length and Placement of Suspension: The length and placement of the student's suspension will be determined by the Principal, based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors.

Collegiate believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others.

Students who have been suspended may not appear on the Charter School's campus nor attend any school functions while suspended. They may enter the school to take or prepare for state assessments. Students who are suspended must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests. The Dean of Culture & Curriculum works with the student's teachers to collect all materials and assignments to ensure that the student can access instruction and learning through the term of the suspension. In the case of a long-term suspension (e.g., five or more days for suspension with recommendation for expulsion), the student is provided with an appropriately credentialed tutor or other aide to ensure that the student continues to receive instruction throughout the term of the suspension.

Step 3 – Notice to Parents: Parents and students have due process rights with regards to suspensions and expulsions. At the time of the student's suspension, the Principal shall make a reasonable effort to contact the student's parents by telephone or in person. Initial contact is followed by a written notice sent by US Mail, which states the specific offense(s) committed by the student, as well as the date and time the student may return to school. If the Principal wishes to confer with the parents regarding matters pertinent to the suspension, Charter School may require that parents must respond without delay and that a violation of school rules can result in expulsion from school. This expectation is communicated to all parents in the Scholar & Family Handbook and is reiterated by phone, during Step 1: the conference, and in the written notice that the school sends to the family upon reaching the determination to suspend or expel.

The number of days a student must serve a suspension are aligned with the severity of the behavior, but do not exceed five consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period suspension exceeding five consecutive days, a second conference is scheduled

between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the fifth day of suspension.

Suspension Time Limits/Recommendations for Expulsion: If a student poses a risk to self or others, that student may be suspended. The length of suspension for students may not exceed a period of five consecutive days per incident unless the student is recommended for expulsion or an administrative recommendation is agreed to by parent/guardian. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Appeal of Suspension: Parents/students can appeal a student's suspension within ten (10) school days of receiving written notice of the suspension, to the Executive Director. A suspension appeal will be heard by the Executive Director, and upon consideration the Executive Director's decision is final. If the appeal is granted, the student will not be reinstated in school for the day(s) to be suspended. However, if the appeal is granted, the Executive Director may remove the suspension from the student's records or cancel the suspension if the Executive Director makes his/her decision before the enactment of the suspension.

Expulsion Procedures

Step 1 – Recommendation for Expulsion: If the Principal recommends expulsion, the student and the student's parents are invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination is made by the Principal upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student's suspension is extended by the Executive Director pending the results of an expulsion hearing. Students are recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 2 – Expulsion Hearing: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled and the parent may request that a hearing be held. If a hearing is requested, the hearing is held within 30 days of the date Executive Director (or Principal) notifies the student and family involved there is a recommendation for expulsion. The hearing is presided over by the Collegiate Board of Directors (or a designated committee). The hearing shall be held in a closed setting unless a public hearing is requested by the parent/guardian.

The designated committee shall be appointed by the Collegiate Board. The designated committee shall be comprised of at least three neutral individuals who are Collegiate employees and/or Collegiate Board members. No member of the designated committee shall have had any role in the disciplinary process resulting in the recommendation for expulsion. Written notice of

the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice includes:

- Date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student's parents to appear in person at the hearing.
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

During the hearing, Charter School presents evidence to justify its request to expel. The student and family or representative are allowed to ask the Charter School questions about its evidence. The student and/or the student's counsel is allowed to present his or her own evidence, whether written, in person testimony, or both. Charter School can ask questions about the student evidence. Both sides present a closing statement.

A decision to expel must be supported by substantial evidence that the student committed an expellable offense. For discretionary expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the 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.

The Collegiate Board (or designated committee) deliberates and announces its decision.

Written Notice to Expel

If the Collegiate Board (or designated committee) decides to expel the student, written notice of the decision to expel, including adopted findings of fact, is sent by the Executive Director to the parents/guardians and student. This notice is sent within three days of the hearing through certified over-night postal delivery, and includes:

- The specific offense(s) committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion"
- Whether the student has been expelled, and if not, their right to immediately return to their education program at Collegiate.
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Collegiate
- A copy of the rehabilitation plan which typically includes one or more of the following categories: (1) academic performance (i.e. maintaining a certain grade), (2) satisfactory behavior expectations (i.e. no suspensions or related disciplinary referrals), (3) other factors including counseling or other social services that will have a direct impact on remedying the identified issue.
- The type of educational placement during the period of expulsion.
- Information about appeal rights and expulsion appeal process.

If the decision is not to expel, the student returns to classes at Collegiate.

Access to Education During Expulsion and Appeals Hearings

Students are provided all classroom assignments and related materials with the expectation that these assignments are completed during the expulsion and appeal hearings. The Principal directs each teacher to create a packet of missing assignments from each class once a week, including all classwork, homework, and assessments. The Principal or designee delivers these assignments to the suspended or expelled student, by mail, by email or in person.

Appeal of Expulsion

An expulsion may be appealed within ten business days of the date on the written notice to expel and must be submitted in writing to the Executive Director; the appeal may be sent via the United States Postal Service or brought, in-person, to the school.

The appeal is heard by an Expulsions Appeal Panel appointed by the Collegiate Board. The Expulsions Appeal Panel consists of three neutral and independent public school employees not employed by Collegiate. Members of the Expulsions Appeal Panel are impartial; no member shall have been a member of the Collegiate Board (or designated committee) that conducted the pupil's initial expulsion hearing or otherwise participated in the disciplinary process.

The expulsion appeal hearing is conducted within 15 (fifteen) school days of the request for an appeal in a closed setting unless otherwise requested by the appellant. An appeal before the Expulsions Appeal Panel determines whether the student received a fair expulsion hearing and whether due process was followed. The panel shall consider whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. This is to ensure impartiality and fairness.

The Expulsion Appeals Hearing follows set procedures. If there is any new information submitted by the parents to inform the hearing, they are reviewed by the Expulsions Appeal Panel. The student and parents have the right to counsel and may be asked to give a statement. The Expulsions Appeal Panel questions the pupil and the Charter School.

The appeals panel can decide to reinstate the student or uphold the expulsion from the Collegiate Board (or designated committee). The Expulsions Appeal Panel shall prepare a final written decision, including any findings or conclusions required for that decision. Parents shall receive written notification by certified U.S. Mail of the final decision and summary of findings and conclusions within three (3) calendar days of the conclusion of the Expulsion Appeals Hearing. The Expulsion Appeals Panel's final decision also shall be delivered by the most expedient means of communication identified by the parent/guardian and student at the hearing (telephone, e-mail, etc.).

In the event that the Expulsions Appeal Panel reverses the expulsion decision, the student shall be immediately reinstated. The decision of the Expulsions Appeal Panel is final.

Collegiate shall be responsible for the appropriate interim placement of students during and pending the completion of the student expulsion or appeals process. During suspensions, suspension appeals, and expulsion hearings, students are provided all classroom assignments and related materials with the expectation that these assignments are completed during the expulsion hearings. The Principal or Dean of Culture & Curriculum directs each teacher to create a packet of missed assignments from each class once a week, including all classwork,

homework, and assessments. The Principal or Dean of Culture & Curriculum delivers these assignments to the suspended or expelled student, by mail, by email or in person.

In the event of a decision to expel a student, the Charter School will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If a student is recommended for expulsion and the student receives or is eligible for special education, Collegiate shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center. In the event of an expulsion appeal, the student remains at the alternative placement until the expulsion is overturned and the student is reinstated at Collegiate.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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 an expulsion hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer (member of Charter School Board/designated committee for initial expulsion hearing or member of Expulsions Appeal Panel in expulsion appeal hearing) in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The hearing officer 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 hearing officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The hearing officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The hearing officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the hearing officer from removing a support person whom the presiding person finds is disrupting the hearing. The hearing officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. The hearing officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the hearing officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed setting when testifying at a public hearing 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 hearing officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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 expulsion hearings 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. Parents/students may obtain copies of the hearing record upon request to the Executive Director.

Rehabilitation: Students who are expelled from Collegiate shall be given a rehabilitation plan upon expulsion as developed by the Collegiate Board (or designated committee) or Expulsions Appeal Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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 year from the date of expulsion when the student may reapply to the Charter School for readmission. Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours.

Readmission: At the end of the expulsion term, a parent/guardian may submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. The Executive Director or neutral designee shall review the readmission documentation and decide to readmit or not within ten (10) school days. If the student does not

meet the requirements of their rehabilitation plan as determined by the Executive Director or neutral designee, the Charter School may revisit at a later date not to exceed one (1) year.

Involuntary Removal: No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at Charter School until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated, Classified and Other Staff Members

All employees at Collegiate are at-will employees. The terms and conditions for employment at Collegiate are reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and Social Security are provided by Collegiate and the charter school makes the required contributions. Life, health, dental, vision, and related benefits are also provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD elect to give up district-offered coverage during the terms of their employment with Collegiate.

Full-time, salaried employees of Collegiate may elect to participate in a 403b retirement contribution plan. Collegiate does not participate in CalSTRS or PERS. Positions to be covered by Social Security and a 403b plan include all full-time certificated teaching and non-certificated positions. Collegiate’s Executive Director is responsible for ensuring that appropriate and timely arrangements for coverage have been made. Collegiate accepts and understands its obligations to comply with specific sections of the Education Code Section 47611. Collegiate determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, work day and year on an annual basis and communicate this to Collegiate staff.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Collegiate 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 Scholar & Family 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(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Vanessa Jackson, Executive Director
Collegiate Charter High School of Los Angeles
312 N Record Ave
Los Angeles, CA 90063

- 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

Vanessa Jackson, Executive Director
Collegiate Charter High School of Los Angeles
312 N Record Ave
Los Angeles, CA 90063

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and

Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially

returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible

to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

Charter School is subject to District oversight:

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Collegiate Charter High School of Los Angeles (also referred to herein as “Collegiate” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required

to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and which Pupil Progress Toward Outcomes will be Measured	Element 3 – Method by
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“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

LEGAL AND POLICY COMPLIANCE

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

¹

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.

Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free,

appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be

made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Collegiate Charter High School of Los Angeles
312 N Record Ave
Los Angeles, CA 90063

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be

tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Collegiate Charter High School of Los Angeles
312 N Record Ave
Los Angeles, CA 90063

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter

School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)