



CHARTER RENEWAL PETITION

for a Five-Year Term (July 1, 2017 - June 30, 2022)

Submitted to the Los Angeles Unified School District Board of Education

Submitted October 17, 2016

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Center for Advanced Learning (also referred to herein as "CAL" 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).)
- 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 by or as 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 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).)

GENERAL INFORMATION

A. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
The contact person for Charter School is:	Garth Newberry, Board President
The contact address for Charter School is:	4016 South Central Avenue LA, CA 90011
The contact phone number for Charter School is:	323.232.0245
 The proposed address or ZIP Code of the target community to be served by Charter School is: 	4016 South Central Avenue LA, CA 90011
This location is in LAUSD Board District:	5
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	TK-5
 The number of students in the first year will be: 	360
 The grade level(s) of the students in the first year will be: 	TK-5
 Charter School's scheduled first day of instruction in 2017- 2018 is: 	August 7, 2017

 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.) 	
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:00am – 3:00pm
The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

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 (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 annual update." (Ed. Code § 47606.5(e).)

COMMUNITY NEED FOR CHARTER SCHOOL

Originally founded in 2007, Center for Advanced Learning (CAL) is an independent charter school serving 360 students from Transitional Kindergarten to Fifth grade in South Los Angeles. We strive to create a dynamic educational environment that focuses on quality educational experiences and fosters educational excellence through innovative curricula and instructional strategies that meet the needs our diverse student population. We are dedicated to preparing our students to communicate precisely, work cooperatively, think creatively and initiate action as they prepare to participate in a global society.

CAL's educational model is drawn heavily from the nationally acclaimed Malcolm Baldrige Education Criteria for Performance Excellence, which requires a school to focus on continuous systemic improvement and performance excellence. Baldrige helps educators, parents, students and the community focus on data and results to determine goals, action plans, and processes for improvement, giving us tools to hold everyone accountable.

We are quite proud of our recent accomplishments since our last charter renewal petition, including:

CAL achieved a 2013 similar schools ranking of "10" out of 10 from California Department of Education, meaning CAL is among the top 10% of schools serving similar students in all of California. On the 2013 California Standards Test (CSTs), in ELA, CAL's 2nd-5th graders were 62% proficient/advanced, outperforming all 12 resident elementary schools our students would otherwise attend (by 11-38 percentage points), LAUSD (49%) and California's statewide

elementary school (ES) average (57%) for all students. Similarly in Math in 2013, CAL's 2nd-5th graders were 71% proficient/advanced, outperforming all 12 resident elementary schools (by 6 to 36 percentage points), LAUSD (54%) and California's statewide ES average (60%) for all students.

- In 2016, CAL students realized significant growth on the California Assessment of Student
 Performance and Progress (CAASPP), increasing to 44% Met/Exceeded in ELA and 42%
 Met/Exceeded in Math (from 29% in ELA and 37% in Math in 2015). As with 2015, CAL students
 outperformed all 12 elementary schools our students would otherwise attend and LAUSD
 proficiency rates in both ELA and Math. As detailed below, our subgroups similarly
 outperformed the resident schools, LAUSD and state proficiency levels in some cases by wide
 margins.
- CAL has reclassified English Learners at a higher rate than LAUSD, the County, and the State, with an 18% reclassification rate in 2015-16.
- CAL has maintained a 97% or higher Average Daily Attendance rate for each of the past three years along with ZERO suspensions and ZERO expulsions over the past four years our students want to be at our school and want to do their best.

B. SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

a. Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years "shall" meet at least one of the minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal: **CAL meets or exceeds all four applicable criteria for renewal** under section 47607(b). Additionally, CAL meets the new criteria for renewal under section 52052(e)(4)(C).

Earlier this year, LAUSD's Annual Performance-Based Oversight Visit Report ("Report") for CAL likewise concluded the school meets the criteria for renewal. On February 16, 2016, CSD staff conducted the formal site visit that included interviews and discussions with school leaders, class and site observation, and an extensive review of the school's finances and governing documents. Based on its review of all of the school's data and documents, in the Report under "Charter Renewal Criteria," CSD staff checked *all* of the boxes "YES SCHOOL HAS MET THIS REQUIREMENT." (Report, p. 3.)

CAL attained its Academic Performance Index (API) growth target in the prior year or in two
of the last three years both schoolwide and for all groups of pupils served by the charter
school.

Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	830	Yes	Yes
2012	815	Yes	No
2011	820	Yes	Yes

Source: api.cde.ca.gov.

-

¹ The fifth criterion only applies to alternative model (ASAM) schools.

CAL meets this criteria: with an API score above 800 in each of the last three years for which API was issued, CAL has met the state's goal for academic achievement. CAL also met its schoolwide growth target in each of the past three years and all subgroup growth targets in two of the past three years.

2. CAL ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

Year	API	Statewide Rank
2013	830	6
2012	815	5
2011	820	6

CAL achieved a Statewide decile rank of "6" in 2013 and has ranked "5" or "6" in each of the last three years, thus it meets this criteria.

3. CAL ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

Year	API	Similar Schools Rank
2013	830	10
2012	815	8
2011	820	10

CAL achieved a 2013 similar schools rank of "10"—the highest possible ranking—and has ranked "8" or "10" in each of the last three years, thus meeting this criteria.

4. CAL's 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.

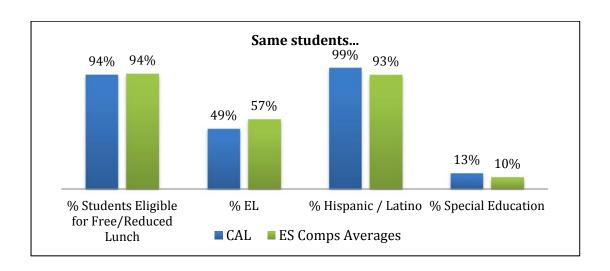
As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by 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).)

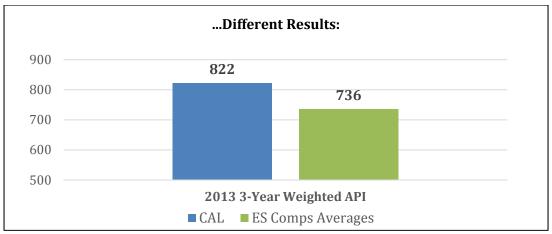
The following details the academic performance measures of CAL's performance over the current charter term, as compared to the top twelve resident elementary schools our students would otherwise have attended (ES Comps).²

² CAL received the list of Resident Schools from LAUSD's Charter Schools Division (CSD) staff for purposes of this renewal petition.

	CAL (TK- 5)	20th Street ES (K-5)	28th Street ES (K-5)	49th Street ES (K-5)	Ascot Ave ES (K-5)	Dr. Law- rence Moore (K-5)	Harm- ony ES (K-5)	Hooper Ave ES (1-5)	Main Street ES (K-5)	Nevin Ave ES (K-5)	Sally Ride ES (K-5)	San Pedro Street ES (K-5)	Wads- worth Ave ES (K-5)	ES Comps Averages
Enrollment (# of Students):														
2015-16	358	600	764	832	867	743	652	958	862	635	562	713	707	741
Demographics														
FRPL	94%	98%	95%	94%	96%	96%	93%	91%	95%	92%	97%	96%	91%	94%
EL	49%	50%	65%	53%	51%	57%	55%	57%	59%	60%	60%	60%	62%	57%
RFEP	18%	6%	7%	8%	9%	8%	6%	9%	13%	9%	7%	14%	5%	8%
SpEd	13%	9%	10%	7%	8%	7%	10%	12%	12%	10%	10%	11%	11%	10%
Hisp/Latino	93%	95%	95%	92%	92%	95%	92%	93%	93%	95%	91%	95%	94%	93%
Af American	7%	4%	3%	7%	5%	3%	6%	6%	6%	3%	7%	0%	4%	4%
Asian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	0%	1%	1%	1%	2%	2%	2%	1%	1%	1%	1%	4%	2%	2%
Two+	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%

As illustrated in the two charts below, CAL is serving a very similar population as the ES Comps, yet achieving significantly stronger academic outcomes:





2013 Academic Performance Index (API)/California Standards Test (CST)

While CAL maintained an API score above 800 in each of the last three years in which API scores were issued, only one of the twelve ES Comps, San Pedro Street ES, achieved an API score above 800 in the last three years. As of 2012-13, three of the ES Comps were not even above 700 API. Four of the ES Comps had a state and similar schools rank of "1" in 2013 – meaning they were in the bottom 10% of all schools in California, and of all the schools serving a similar population of students.

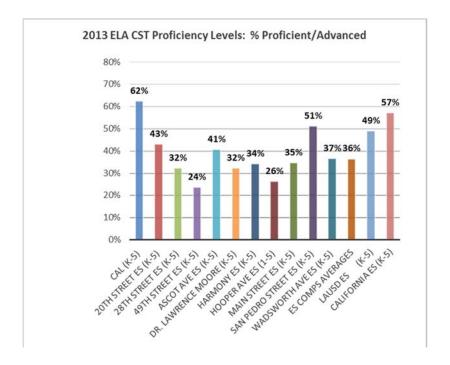
Nine of the twelve ES Comps are in "Year 5" of Program Improvement (PI) status – by the state's standards, these schools are "failing" – and have been in PI for 10 years or more, with Main Street ES in PI status for 18 years (since CDE first implemented the PI program).

	CAL (K-5)	20th Street ES (K- 5)	28th Street ES (K- 5)	49th Street ES (K- 5)	Ascot Ave ES (K-5)	Dr. Law- rence Moore (K-5)	Har- mony ES (K- 5)	Hoop er Ave ES (1- 5)	Main Street ES (K-5)	Nevin Ave ES (K- 5)	Sally Ride ES (K- 5)	San Pedro Street ES (K- 5)	Wads- worth Ave ES (K- 5)
2013 State and Si	milar Sch	nools Ran	k										
State Rank	6	2	1	1	2	1	2	1	2	4	2	5	2
Sim. Schools Rank	10	3	1	1	6	1	3	1	7	7	5	10	3
Program Improvement (PI) Status													
	Not	Year	Year	Year	Year	Not in	Year	Year		Year	Not	Not in	
2015-2016	in Pl	5	5	5	5	PI	5	5	Year 5	5	in Pl	PI	Year 5
# Years Since Ente	ered PI												
	NA	10	11	11	9	NA	9	11	18	11	NA	NA	11
API scores													
2010-11	820	771	714	689	759	NA	721	688	763	717	NA	798	703
2011-12	815	779	734	708	768	NA	722	695	740	745	NA	815	711
2012-13	830	746	712	676	747	673	725	675	744	746	740	811	727

Source: dq.cde.ca.gov/Dataquest.

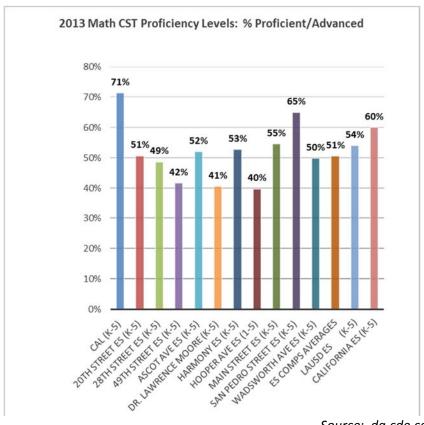
As evidenced by these API scores, CAL outperformed the ES Comps on the CSTs, in some cases by a wide margin. On the 2013 CSTs, in ELA, CAL's 2nd-5th graders were 62% proficient/advanced, outperforming

all 12 ES Comps (by 11-38 percentage points), LAUSD (49%) and California's statewide ES average (57%) for all students.



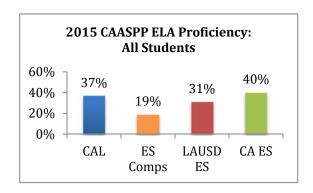
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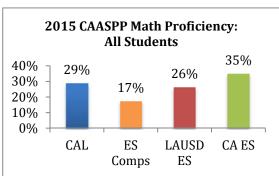
Similarly in Math, CAL's 2nd-5th graders were 71% proficient/advanced, outperforming all 12 ES Comps (by 6 to 36 percentage points), LAUSD (54%) and California's statewide ES average (60%) for all students.



California Assessment of Student Performance and Progress (CAASPP)

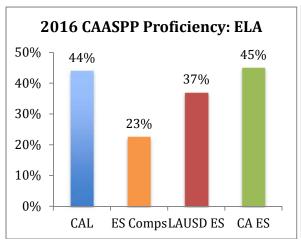
On the 2015 CAASPP, CAL students again had a strong performance on these new, more challenging tests with 29% of our 3rd-5th graders Met/Exceeded standards in ELA and 37% in Math, scoring far better than the 12 ES Comps and LAUSD averages for grades 3-5, though lower than statewide 3rd-5th graders, as illustrated below.

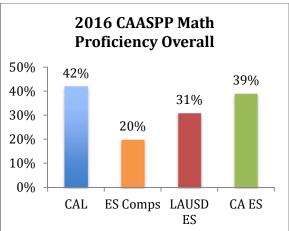




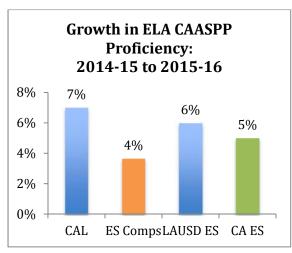
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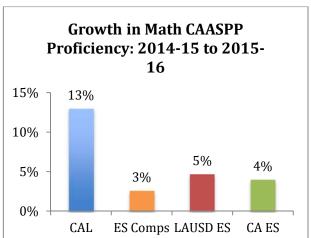
In 2016, CAL students realized significant growth on the CAASPPs, increasing to 44% Met/Exceeded in ELA and 42% Met/Exceeded in Math. Once again, CAL students outperformed the 12 ES Comps Average and LAUSD same-grade level averages (3-5th) in both ELA and Math, and surpassed the state (3rd-5th) in Math:





Overall, CAL realized a greater rate of growth than the average of the ES comps, LAUSD and the state in both ELA and Math:

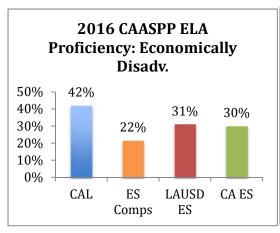


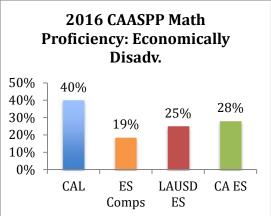


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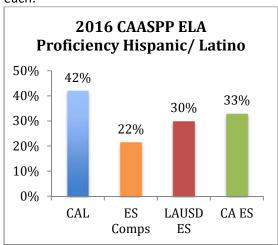
Subgroup CAASPP Performance

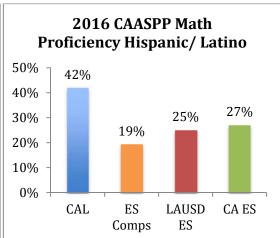
On the 2016 CAASPP, our subgroups similarly outperformed their peers at the 12 ES Comps and LAUSD averages across almost every measure. FRPL students outperformed all comparisons and increased 5 percentage points in ELA and an impressive 13 percentage points in Math:





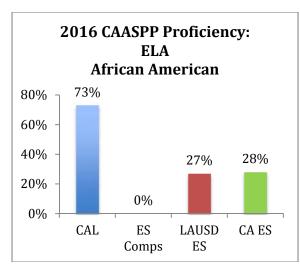
Hispanic/Latino students at CAL increased from 36% Met/Exceeded in ELA and 28% in Math to 42% in each:

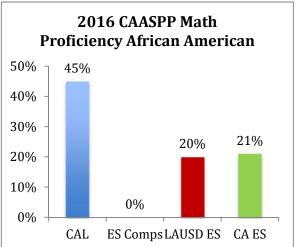




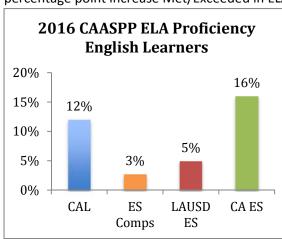
Source: dq.cde.ca.gov/Dataquest.

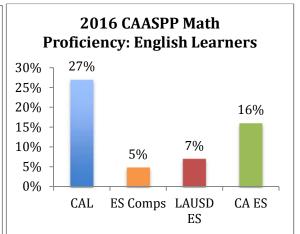
African Americans at CAL demonstrated remarkably higher proficiency rates on the CAASPPs than LAUSD and state (the ES comps have few African American students):





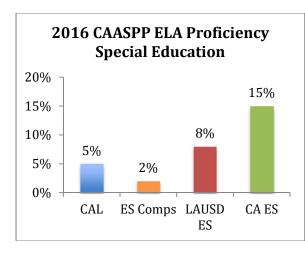
Thanks to a particular focus on math instruction that benefited our EL students, they realized a significant gain in 2016 in Math from 8% to 27% Met/Exceeded on the CAASPP, along with a 2 percentage point increase Met/Exceeded in ELA:

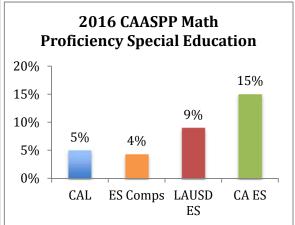




Source: dq.cde.ca.gov/Dataquest.

While our Special Education students continued to struggle with these more complex assessments and did not meet District or state Met/Exceeded rates, they continued to outperform their peers at the ES comps:

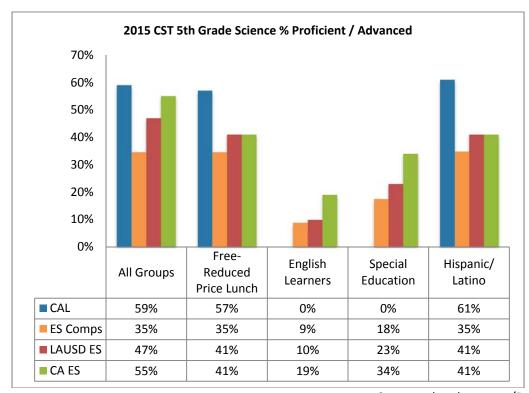




While there is still much room for growth as we all adapt to the new CA CCSS and more complex assessments, we are pleased with our initial two years of results, both schoolwide and for all of our significant subgroups.

2015 CST in Science³

Schoolwide and for all statistically significant subgroups, CAL's 5th graders had higher rates of proficient/advanced on the CST for Science than the ES Comps, LAUSD (grade 5) and California (grade 5) rates.



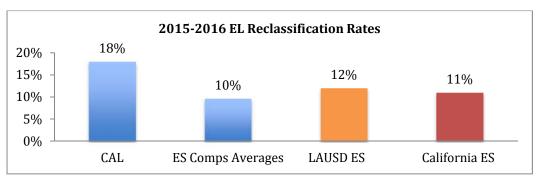
Source: dq.cde.ca.gov/Dataquest.

12

³ As of this submission, 2016 CST scores in Science have not yet been released by CDE.

English Learner Reclassification

CAL has reclassified English Learners at a higher-than ES Comps, LAUSD, and state average rate, with an 18% reclassification rate in 2015-16.

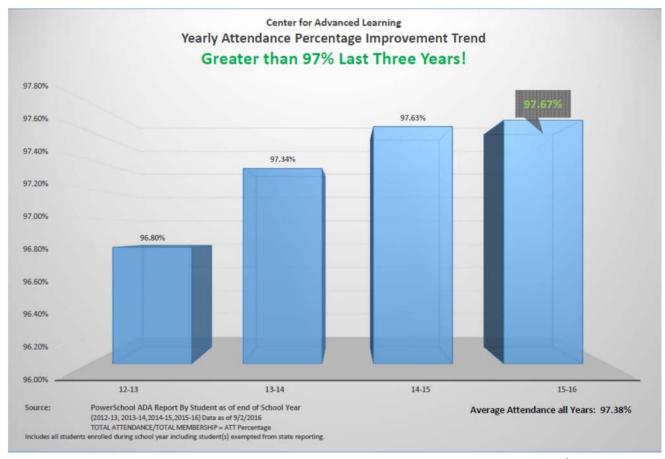


Source: dq.cde.ca.gov/Dataquest.

As noted in the Charter Schools Divisions' Annual Performance-Based Oversight Visit Report (see more below), "the school's 2014-15 reclassification rate is 19.8% which is higher than the Districts average of 16.6%." (Report, p. 12.)

ADA, Suspension, Expulsion

Beyond standardized test data, CAL has realized strong attendance at a rate higher than 97% the last three years:



CAL also has maintained a ZERO suspension and ZERO expulsion rate for each of the last three years.

5. As a result of the suspension of API, the California Legislature provided a new charter renewal standard as it relates to academic achievement, in Education Code section 52052(e)(4): "Schools that do not have an API calculated... shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) alternative measures that show *increases* in pupil academic achievement for all groups of pupils school-wide and among significant subgroups."

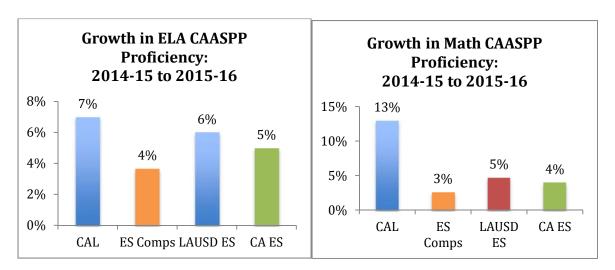
Under the law, these "increases in pupil academic achievement for all groups of pupils" shall be the "most important factor" in determining whether to grant a charter renewal. (Ed. Code, § 47607(a)(3).)

Once again, CAL meets this standard. As noted above, CAL met its schoolwide growth target in both the most recent year of API and an average of the 3 most recent years of API. In fact, CAL met its schoolwide growth target in *each of the last three years* API was issued by maintaining a score above 800. CAL also met its API growth target for all pupil subgroups in both the most recent year of API and in an average of the 3 most recent years of API (2 of the 3):

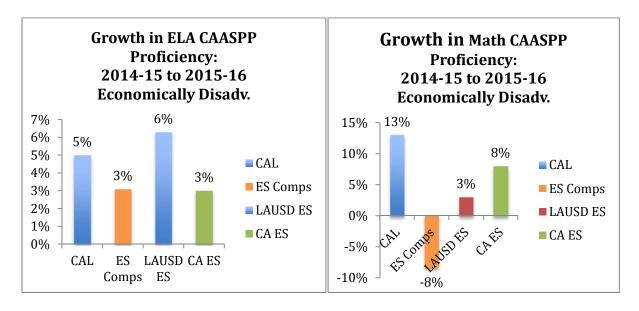
Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	830	Yes	Yes

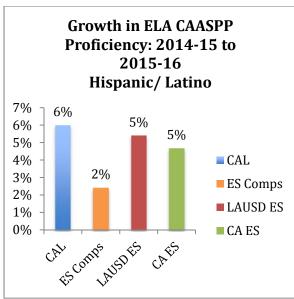
2012	815	Yes	No
2011	820	Yes	Yes

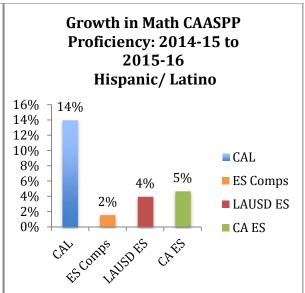
Similarly, CAL students *increased* their performance schoolwide on the CAASPP between 2015 and 2016 in both subjects, increasing from 37% to 44% of students who Met/Exceeded standards in ELA, and from 29% to 42% of students who Met/Exceeded standards in Math:

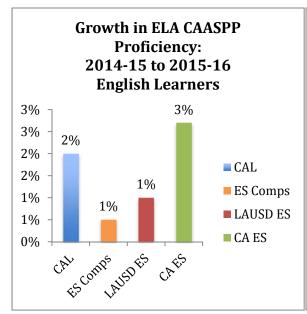


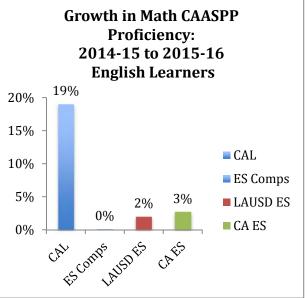
CAL's three numerically significant pupil subgroups also showed a marked *increase* in scores on the CAASPP between 2015 and 2016. Our economically disadvantaged students increased in both ELA (37% to 42%) and Math (27% to 40%), Hispanic or Latino students increased in both ELA (36% to 42%) and Math (28% to 42%), and English Learner students increased in both ELA (10% to 12%) and Math (8% to 27%):











CAL also *increased* the percentage of 5th grade students scoring proficient or advanced on the Science CST between 2013 and 2015:

b. LAUSD Oversight Audit Results

On the Annual Oversight Visit Report from LAUSD's Charter Schools Division (CSD), CAL received the highest possible score of "4" on "Student Achievement and Educational Performance"—the "most important factor" in a charter renewal. (See Ed. Code, § 47607(a)(3).)

There were numerous areas of strength noted in CSD staff's comments, including:

Review of Governing Board agendas, minutes, and CAL Board Meeting Posting Procedures revealed that board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act.

G3: 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.

A1: The school met its 2013 API Growth Targets for all subgroups. . . . Latino (+15), English Learners (+36), and Socio economically Disadvantaged subgroups (+19).

O5: The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree.

O8: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

O7: The school has an open door policy and parents are welcomed on campus before school and after school. CAL's has an effective communication system that employs multiple methods for sharing information . . . including but limited to: 1) monthly parents meetings that range from academic content to health and safety topics, 2) monthly "Coffee with the Principal" meetings, 3) focus groups that advise in the areas of Title III and Title I as well as LCAP development, and 4) regular newsletters.

(CAL Annual Performance Based Oversight Report 2015-2016.)

C. SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

As evidenced by the strong student outcome data and other metrics above, CAL has offered a high-quality public education alternative for families of young children in the South Central community for 10 years. We attribute our success to the quality of our staff, particularly our dedicated teachers, as well as our innovative use of the Malcom Baldridge Criteria for Performance Excellence in Education, which engages all of our school's stakeholders – including students – in a process of continuous improvement management aimed at getting the results that are important to our school.

The Malcolm Baldridge Criteria for Performance Excellence were created in 1987 and named posthumously for former Secretary of Commerce, Malcolm Baldrige. The Baldrige Education Criteria for Performance Excellence, organized into seven Categories, provide a series of questions that allow education organizations to conduct self-assessments and serve as a guide for system-wide excellence. The Baldrige Education Criteria for Performance Excellence do not prescribe how schools or districts should structure their organizations or operations, but rather facilitate self-reflection and planning. Baldrige's Education Criteria have three important purposes:

- To help improve performance practices, capabilities, and results,
- To facilitate communication and sharing of best practices information and organizations of all types, and

• To serve as a working tool for understanding and improving performance and for guiding planning and opportunities for learning.

Our model's unique focus on self-reflection is what catalyzes our leaders and students to work hard to continuously improve. As a result of our model, our students continue to achieve results year after year that surpass their peers at ES Comp schools.

As a charter school, responsible for all aspects of organizational effectiveness, including finances, stakeholder satisfaction, operational management, and student learning, the Baldridge criteria provide a framework for accomplishing these tasks while focusing on enabling students to be motivated and successful learners. The Baldrige model, based in business, is different than most educators are accustomed to using in that it goes beyond formative and summative measures of student performance to consider a much broader array of inputs and processes to inform decision-making. While education today is of course focused heavily on student achievement outcomes, Baldrige also involves continuous improvement in <u>all</u> key areas of operations. A more detailed explanation of Baldridge is included further below.

D. Success Of The School's Educational Program In Meeting The Specific Needs Of Its Student Population

As detailed in the charts and analysis above, CAL has realized strong student outcomes for *all* students, including "educationally disadvantaged" students such as those who qualify for free or reduced-price lunch, English Learners, students with disabilities, and other subgroups. These outcomes are the "most important factor" in any charter renewal. (Ed. Code, § 47607(a)(3).)

E. AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

CAL's Attempt to Replicate with Rowland Heights Charter Academy (RHCA)

In March 2011, CAL formed a partnership with a parent group in the Rowland Heights area of Los Angeles County with a plan to replicate CAL's success into a new charter school in that community. While the full details of what transpired are complex (and addressed in detailed written correspondence with LAUSD's Charter Schools Division), in brief, despite numerous instances of successful schools like CAL replicating and forming emerging CMOs throughout the state, the Rowland Unified School District (RUSD) insisted that RHCA operate as its own independent non-profit. CAL became the Sole Statutory Member of the RHCA entity. CAL advanced funds to RHCA's start-up effort pursuant to loans that would be repaid. When the CAL Board learned in October 2013 that these advances had gone well beyond the original anticipated loan amounts and had exceeded \$200,000, the CAL Board immediately ceased further funding activities with RHCA. After protracted efforts to rectify the issues with RHCA, CAL ultimately resigned as the Sole Statutory Member of RHCA in May 2014. In June 2015, RUSD's Board voted to revoke RHCA's charter; that decision was affirmed by the Los Angeles County Office of Education (LACOE) on September 15, 2015 and the school closed on September 18, 2015. RHCA currently owes CAL \$261,996.51 and is in bankruptcy.

On March 15, 2016, LAUSD's CSD issued a "Notice to Cure" to CAL regarding its financial assistance to RHCA, the recovery of these funds, and CAL's resignation as the Sole Statutory Member of RHCA. By March 29, 2016, CAL's leadership provided a detailed response which noted that many lessons had been learned in this painful experience and that CAL already has taken several corrective actions:

- CAL's Board adopted a resolution that prohibits CAL from financially supporting or making loans to outside entities in the future. This is also included in the Governance element of this charter renewal petition.
- Detailed and comprehensive new Fiscal Policies and Procedures that reflect the above requirements and other new checks and balances were adopted by the Board (attached to this Petition).
- CAL's Executive Director was placed on one-year probation from May 2014 to May 2015 to have close monitoring to ensure expenditures beyond Board approvals would not occur again.
- All expenditures over \$10,000 must be approved by CAL's Board in advance, without exception. This is also included in the Governance element of this charter renewal petition.

We view this experience as an anomaly in our operations that, due to the changes we've made, cannot and will not occur again.

CAL's Board also has taken the following steps to ensure close adherence to appropriate policies and procedures:

- All staff, including the Executive Director, Principal, teachers and non-instructional staff, have participated in comprehensive fiscal policies and procedures training on July 30, 2016;
- The Board similarly has received refresher fiscal training on July 30, 2016.

We emphasize that despite financial losses as a result of the unpaid RHCA loans, CAL is in a **positive and solid financial position**: "The 2014/15 audited actuals show positive net assets of \$1,005,808 with a downward trend of \$257,214. The school's cash and cash equivalent balance is \$558,561, which is above the recommended 5% cash reserve. The school continues to report an improving fiscal position with their 2015/16 first interim projected as positive net assets in the amount of \$1,282,835." (*CAL Annual Performance Based Oversight Report 2015-2016.*)

Number of Directors on CAL's Board

At the time of CSD's annual Site Visit, two of CAL's Board members had recently resigned and the Board had just five members. As CSD noted, CAL's Bylaws and current petition state that the Board would have seven directors at a minimum. CAL noted that it was in the process of adding new members, and this issue was quickly resolved. CAL currently has seven directors on the Board that are diverse in experience and expertise and representative of the community we serve.

Math Proficiency

While CAL focuses on increasing student achievement across the board for all students, one area that stands out is fifth grade math achievement scores. In 2015, 21% of 5th grade students met or exceeded in math on the CAASPPs but in 2016, only 16% Met/Exceeded standards in math. Analyzing scores also revealed a gap in student achievement over time. The same group of students scored 11% points higher in math in 4th grade. This decline in achievement has led to focused data analysis meetings regarding math achievement with 5th grade teachers. Two specific areas are Concepts and Procedures (how well students use mathematical ideas and rules) and Communicating Reasoning (how well students think logically and express their thoughts in order to solve a problem). Here are steps we are taking at CAL to address the aforementioned decline in student achievement in fifth grade:

- Cross grade articulation of curriculum, standards, and student achievement to identify needs of incoming students. Teacher collaboration, within and across grade levels, acknowledges the importance of year-to-year continuity in mathematics instruction.
- Collaborative meetings to discuss "gaps" in the curriculum so that they are purposely addressed throughout lessons in each math module
- Small group and after school intervention focused on students in the "nearly met" band. Immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in math.
- Professional development for 5th grade teachers that focuses on "how student communicate reasoning". The quality of math teachers, particularly with regard to their content knowledge of mathematics, is critically important. Strengthening teacher pedagogy through PD is an important part of the growth and student achievement process.
- Cross articulation with third and fourth grade teachers for lesson studies.
- Increased benchmark assessments for students to determine depth of understanding.
- Increasing how teachers reinforce basic math concepts with the use of manipulatives.
- Using multiple measures for data analysis to determine areas of mathematical competencies in need of emphasis for identified students on a bi-weekly basis.
- Grade level meetings that focus on identifying students in order to determine the best avenues for effecting progress.
- Increased communication with parents regarding math standards in the fifth grade. Parents are
 provided with materials to support their student at home during Math Parent Nights. The school
 intervenes as early as possible and makes every attempt to involve parents in every aspect of
 the student's educational process

We are confident that with these focused efforts, our students will demonstrate year over year growth in proficiency as they progress through our grade levels.

STUDENT POPULATION TO BE SERVED

A. TARGET POPULATION

CAL serves students in TK/K through 5th grade, primarily residing in the South Central area of Los Angeles. In 2015-16, 94% of CAL's students qualified for free/reduced lunch; 93% are Hispanic/Latino, 7% African American; 49% of students are English Learners (EL) with another 18.3% Reclassified Fluent-English Proficient (RFEP); and 13% are Special Education (SpEd). CAL is located in a very densely populated area, with more than 43,000 people living in a 2.18 square mile neighborhood known as Central-Alameda. (http://maps.latimes.com/neighborhoods/neighborhood/central-alameda/?q=4016+S+Central+Ave%2C+Los+Angeles%2C+CA+90011%2C+USA&lat=34.0106685&Ing=-118.2557534&g=Geocodify.) Median household income of \$31,559 (in 2008 dollars) is among the lowest in the City of Los Angeles. (lbid.) Only 2.8% of residents over age 25 in this neighborhood have a four-year college degree – out of 265 neighborhoods the Los Angeles Times profiles in detail, Central-Alameda is the 263rd ranking in the number of adults with college degrees. (lbid.) Central-Alameda ranks first in the Times' list of adult residents that do not have a high school diploma – 75% of our neighborhood's adult residents have not completed high school. (lbid.) An estimated 52.7% of residents in the neighborhood are foreign-born, with a predominantly Mexican population. (lbid.)

Our students thus face significant poverty, including housing instability and food instability issues. Crime rates in the neighborhood are very high – the LA Times ranks Central-Alameda as 27th in violent crimes out of 209 neighborhoods with tracked crime rates for a six month period of April – October 2016. (Ibid.) There were 243 violent crimes (including homicide, rape, aggravated assault and robbery) and 426 property crimes in this 2 mile area over that six month period. Some of the adjacent neighborhoods (where many of our students reside) have even higher violent crime rates for the same six-month period and thus higher rankings on the Times' list: South Park (18th out of 209 in violent crimes, Florence (15th) and Historic South Central (21st). (Ibid.)

CAL provides a welcoming, safe, and communal environment for both our students and their families. Our students' academic achievements, detailed above, demonstrate just one small part of our success – at CAL, our students are nurtured and feel a sense of belonging that helps foster their personal and academic success.

B. ENROLLMENT PLAN

CAL will continue to serve students in grades TK-5. The Charter School will begin the renewal term with approximately 360 students in grades TK-5, as indicated on the chart below. TK through third grade class sizes will be up to twenty-six students; fourth and fifth grade class average class sizes will be 30 students. CAL's projected enrollment for the renewal term is as follows:

	2017-18	2018-19	2019-20	2021-21	2021-22
TK/K	52	52	100	52	52
1	52	52	52	100	52
2	52	52	52	52	100
3	52	52	52	52	52
4	100	52	52	52	52
5	52	100	52	52	52
Total	360	360	360	360	360

GOALS AND PHILOSOPHY

A. MISSION AND VISION

Mission

Center for Advanced Learning provides a safe, innovative and challenging environment of continuous improvement for our students and community.

Vision

Center for Advanced Learning is a school of high-performing, highly educated, self-motivated learners showing a sense of personal responsibility and respect for all human beings. Because of the value-driven CAL experience, our students will be able to discover for themselves what contributes to personal success and will make good choices in their own lives. We will accomplish this by making CAL students our consistent priority and by providing a dynamic and culturally rich learning environment responsive

to the needs of our diverse student population. CAL will be a world-class model in the application of the Baldrige Education Criteria for Performance Excellence and innovative curriculum that promote high student achievement.

B. An "EDUCATED PERSON" IN THE 21ST CENTURY

It is well accepted that today's global, technology-driven economy requires a skills and competencies that emphasize communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, information gathering and processing skills, and the ability to find, organize and deploy resources. "Real-world" learning with practical application of learning is more important than rote memorization of facts. As young students have grown accustomed to a personalized, ondemand world of instantly available information, entertainment and myriad options they can customize to their own needs and preferences, so too has there been an increasing push for personalization in education in order to have relevance and meaning in the lives of today's young people.

Underlying extensive research into 21st century learning is the realization that, more than any time in human history, information and communication are the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Produce and extract knowledge from multiple sources, work with an expanding array of partners and influencers, and address problems that no-one has had to solve before;
- Find, filter and apply the swelling sea of information placing critical thinking and problem solving abilities at the forefront of needed skill sets;
- Align technology with learning needs;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. This stresses critical thinking, problem solving and analytical skills that are required for success in college, career, and life. To build on this foundation and adapt to a changing world, an educated person will need to:

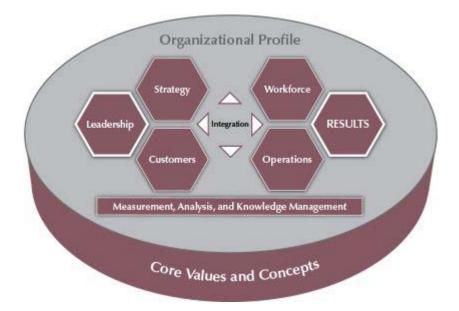
- Have a passion for learning how to learn, asking questions and getting information;
- Be self-motivated and driven to learn throughout his or her life;
- Have extensive technology skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance, and fluency in the media forms of the day will also be critical if students are to participate fully in our tightly woven global economy.

C. How Learning Best Occurs

CAL has two main sources that serve as the foundation for how learning occurs at our school: the Malcolm Baldridge Core Values and Criteria for Education and Robert Marzano's book, "A Different Kind of Classroom: Teaching with Dimensions of Learning."

THE BALDRIGE EDUCATION CRITERIA

The Baldrige Education Criteria for Performance Excellence consist of key questions in seven categories. What follows is a sampling that does not include a number of questions in various subcategories.



Leadership:

How do senior leaders guide and sustain your organization?

How do senior leaders communicate with faculty and staff and encourage high performance?

Strategic Planning:

How does your organization establish its strategy and strategic objectives?

How does your organization convert its strategic objectives into action plans?

Student, Stakeholder, and Market Focus:

How does your organization determine the requirements, expectations, and preferences of students, stakeholders, and markets to ensure the relevance of your educational programs, offerings, and services?

How does your organization build relationships to attract, satisfy, and retain students and stakeholders; increase student and stakeholder loyalty; and develop new program and service opportunities?

Measurement, Analysis, and Knowledge Management:

How does your organization measure, analyze, align, review, and improve student and operational performance data at all levels and in all parts of your organization?

How does your organization ensure the quality and availability of needed data for faculty and staff, students and stakeholders, and suppliers and partners?

Faculty and Staff Focus:

How do compensation, career progression, and related workforce practices enable faculty, staff, and the organization to achieve high performance?

How does your organization's education, training, and career development build faculty and staff knowledge, skills, and capabilities?

Process Management:

How does your organization identify and manage its key processes for creating student and stakeholder value and maximizing student learning and success?

What are your processes for budgetary and financial management and continuity of operations in an emergency?

Organizational Performance Results:

What are your current levels and trends in key measures or indicators of student learning and improvement in student learning?

What are your current levels and trends in key measures or indicators of budgetary and financial performance, including measures of cost containment?

(Byrne, S. and Schaefer, C., The Baldrige Program: Self-Assessment For Continuous Improvement *Principal* magazine, March/April 2006; (Baldrige Performance Excellence Program. 2015. 2015–2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance (Education). Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. https://www.nist.gov/baldrige.)

Baldrige is a systematic process for helping organizations make systemic change. Baldrige is all about performance excellence.

Baldrige is:

- > a measure of parts and connections:
- How good are the parts?
- How good are the connections between the parts?
- > a blueprint for building good, well-connected parts.
- ➤ a process for determining which parts and which connections add value and which do not.
- (Shipley, 2001.)

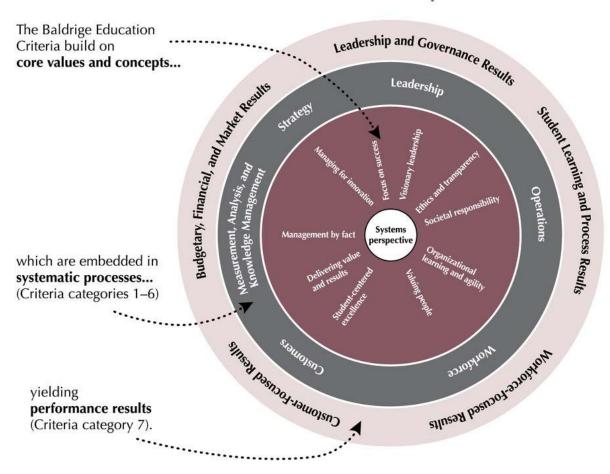
As CAL moves into our second renewal term, we continue to focus on Baldrige values and processes to guide the activities and decisions of the school, involving all stakeholders in creating and realizing the vision, mission and expectations for the school, staff and students. Facilitating the best possible environment for student learning is demonstrated by:

- involving all staff members in taking ownership for supporting student learning;
- translating the requirements and expectations of students (e.g., California Common Core State Standards (CCSS)) into appropriate curricular offerings and developmental experiences;
- developing school goals/objectives and action plans based on high expectations and performance excellence;
- measuring learning periodically through formative assessments, adjusting instruction accordingly;
- setting high expectations;
- supporting performance excellence for students and staff;
- enabling students to take responsibility for managing their education as co-producers of their learning;
- providing opportunities for active learning and problem solving;

- evaluating the impact each activity in the school in terms of creating value for student achievement;
- assessing progress against key external standards through summative assessments to-work, aligning expectations and requirements;
- focusing on effective teaching and learning; and
- affording multiple avenues to success.

The Baldrige Criteria for self-assessment and continuous improvement interrelate with a set of "Core Values" that describe Best Practices required of schools focused on performance excellence, as illustrated in the graphic below:

The Role of Core Values and Concepts



From Baldrige Performance Excellence Program. 2015. 2015–2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance (Education). Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. http://www.nist.gov/baldrige.

As CAL enters our second renewal term and 11^{th} year of operations, we currently are focused on the following four Core Values to impact student growth and learning:

- **Visionary Leadership**: occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence;
- **Student-Centered Excellence**: occurs when the school's goals/objectives and actions support student learning and the current and future needs of students;
- Organizational Learning and Agility: occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes; and
- Management by Fact: occurs when data is used to drive decisions, inform instruction, or to evaluate key processes and results.

Effective use of these criteria results in: "delivery of ever-improving value to students, contribution to education quality and organizational stability, . . . improvement of overall organizational effectiveness and capabilities, . . . [and] most importantly, "organizational and personal learning." (http://www.quality.nist.gov/index.html) (Additional details about the use of these values and criteria in the classroom are included below.) Thus CAL continuously improves and adapts goals, approaches, and processes systemically and systematically; designs effective educational programs and formative assessment strategies, and provides opportunities for continuous personal learning.

In addition to the Baldridge model, CAL relies on the acclaimed work of Robert Marzano, who asserts that "learning involves the interaction of five types of thinking" or, what he calls the five "Dimensions of Learning." Using the five dimensions as metaphors for how the mind works during learning, Marzano attempts to give educators an alternate frame of reference from which to view their classroom instruction. Marzano's five Dimensions of Learning are as follows:

DIMENSION 1: POSITIVE ATTITUDES AND PERCEPTIONS ABOUT LEARNING

Attitudes and perceptions color our every experience. They are the filter through which all learning occurs. Some attitudes affect learning in a positive way and others make learning very difficult.

DIMENSION 2: THINKING INVOLVED IN ACQUIRING AND INTEGRATING KNOWLEDGE

Some non-educators think that learning is a process of passively receiving information. More pointedly, they view knowledge as an objective entity that learners must somehow assimilate into their minds. From this perspective, teaching is a process of dispensing information. The teacher moves from student to student, filling each mind with the facts of the lesson. When a well-taught lesson is completed, all students have the same knowledge and understanding of the content.

DIMENSION 3: THINKING INVOLVED IN EXTENDING AND REFINING KNOWLEDGE

Knowledge doesn't remain static, even when we learn it to the point of automaticity. If we continue the learning process, we extend and refine what we know. This dimension of learning, like the others, has some distinguishing characteristics.

DIMENSION 4: THINKING INVOLVED IN USING KNOWLEDGE MEANINGFULLY

We acquire knowledge or develop a skill so that we can use that knowledge or skill. The type of thinking required to use knowledge is related to the type of thinking necessary to extend and refine knowledge (Dimension 3).

DIMENSION 5: PRODUCTIVE HABITS OF MIND

Our mental habits influence everything we do. Poor habits of mind usually lead to poor learning, regardless of our level of skill or ability. Even skilled learners can be ineffective if they haven't developed powerful habits of mind.

D. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(b (5)(A)(II)

Student academic and personal progress is the highest priority at CAL.

The following chart describes the school's annual goals as of this petition submission, for all pupils and for each subgroup of pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) that apply to the Charter School, including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, CAL has developed policy to ensure stakeholders engage in a collaborative process to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. Our Site-Based Advisory Committee (parents, teachers and the principal) prepare materials and coordinate school community meetings starting in January of each year to solicit stakeholder input, including Coffee with the Principal, monthly parent meetings and staff meetings. During these meetings, we solicit parent perceptions about CAL and suggestions for improvement, including focused data-driven questions, such as "How can CAL help improve attendance?" In this new charter term, stakeholders also will be asked to complete surveys to provide input. The Site-Based Advisory Committee then reviews notes from stakeholder input and aligns goal setting with the state priorities. The Board of Directors discusses a draft of the LCAP and welcomes public comment during the Board meeting, then votes to adopt the LCAP.

The LCAP is updated annually. The following is intended to be the guiding framework illustrative of the goals and actions CAL anticipates at this point in time.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES								
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	MEASURABLE OUTCOMES Method for Measuring: <u>Documentation (as per CCTC)</u> maintained and current for each teacher						
	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
All students are taught by teachers who meet state certification and licensure requirements.	Recruit, hire, supervise, evaluate and retain qualified teaching staff. Ensure verification of proper credentials and DoJ clearance prior to start of employment. Actively recruit qualified teachers reflecting student ethnic demographics	100% of teachers properly certified and assigned.	100%	100%	100%	100%	100%	

ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES							
Annual Goals (Identify	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Curriculum inventory lists</u>					
schoolwide and subgroup goals as applicable)		Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional materials as outlined in the charter petition.	CAL will provide appropriate, standards- aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.	100% of students have access to standard s-aligned materials and technolo gy.	100%	100%	100%	100%	100%
				TENANCE ASIC SERVICES			
Annual Goals (Identify	Specific	Measurable Outcomes Method for Measuring:Annual SARC					
schoolwide and subgroup goals as applicable)	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Student learning is supported by school facilities that are in clean and good repair.	Facilities will be maintained and cleaned through a contract through the CAL custodial staff.	Daily spot checks and Site Inspection Lists ≥ 90% complian ce/good standing	Daily spot checks and Site Inspecti on Lists ≥ 90% complia nce/ good standin g	Daily spot checks and Site Inspection Lists ≥ 90% complianc e/ good standing	Daily spot checks and Site Inspection Lists ≥ 90% complian ce/good standing	Daily spot checks and Site Inspectio n Lists ≥ 90% complian ce/ good standing	Daily spot checks and Site Inspectio n Lists ≥ 90% complian ce/ good standing
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators_					

		Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
CAL will fully implement state standards in all core subjects, including the CCSS in Math and ELA.	Teachers will participate in ongoing professional development on the implementation of CCSS and new state assessments schoolwide and for all subgroups.	100% state standard s impleme ntation (includin g Math and ELA Common Core Impleme ntation)	100% state standar ds implem entatio n (includi ng Math and ELA Commo n Core Implem entatio n)	100% state standards implement ation (including Math and ELA Common Core Implement ation)	100% state standard s impleme ntation (includin g Math and ELA Common Core Impleme ntation)	100% state standard s impleme ntation (includin g Math and ELA Common Core Impleme ntation)	100% state standards implemen tation (including Math and ELA Common Core Impleme ntation)	
			NT INVOLV					
ANNUAL GOALS (Identify schoolwide and	SPECIFIC Annual Actions	MEASURABLE OUTCOMES Method for Measuring: <u>Documentation of parent meeting</u> attendance and agendas; results of surveys						
subgroup goals as applicable)		Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
Parents are active and engaged stakeholders in all facets of school operations and support student academic achievement.	Continue to launch new school initiatives to improve parent engagement and community support Increase parental support and involvement of parents of students in special education programs Increase involvement of community stakeholders such as Los Angeles Police Department to interact with students and parents	At least 85% of parents will attend at least one school event each year. Parent satisfacti on rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least one school event each year. Parent satisfact ion rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least one school event each year. Parent satisfactio n rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least one school event each year. Parent satisfacti on rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least one school event each year. Parent satisfacti on rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least one school event each year. Parent satisfacti on rates, based on annual surveys, will be > 85%.	
	STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT							
Annual Goals (Identify	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CAASPP</u> ; alternative measures tbd						

schoolwide and subgroup goals as applicable)		Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
All students, including all subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.	Provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the Principal of instruction and student achievement data. Provide five days of professional development annually to support student achievement.	Establish benchmar ks from CAL's 2016-2017 CAASPP scores.	School-wide and all significa nt subgrou ps will meet or exceed targets for growth in ELA and Math.	School- wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School- wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	
	ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT							
Annual Goals (Identify	Specific	MEASURABLE OUTCOMES Method for Measuring: _API (or equivalent)_						
schoolwide and subgroup goals as applicable)	ANNUAL ACTIONS	Baselin e	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.	See actions above.	Establis h benchm arks	Increase API from prior year and AYP for schoolwi de and subgroup s, meeting annual API Growth Target (or equivalen t) based on new CAASPP measures .	Increase API from prior year and AYP for schoolwid e and subgroups, , meeting annual API Growth Target (or equivalent) based on new CAASPP measures.	Increase API from prior year and AYP for schoolwi de and subgroup s, meeting annual API Growth Target (or equivalen t) based on new CAASPP measures .	Increase API from prior year and AYP for schoolwi de and subgroup s, meeting annual API Growth Target (or equivalen t) based on new CAASPP measures .	Increase API from prior year and AYP for schoolwid e and subgroup s, meeting annual API Growth Target (or equivalen t) based on new CAASPP measures .	
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT								
ANNUAL GOALS (Identify schoolwide and	SPECIFIC ANNUAL ACTIONS		M	MEASURABL lethod for M				
subgroup goals as applicable)	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	

Not applicable.									
	ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT								
ANNUAL GOALS (Identify schoolwide and	Specific	Metho		MEASURABL asuring: <u>CEI</u> nal assessme		or other av	<u>/ailable</u>		
subgroup goals as applicable)	Annual Actions	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022		
EL students will advance at least one level on the CELDT/ELPAC each year.	See above; plus: Implement the LAUSD English Learner Master Plan. Provide qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Continue professional development activities focused on CCSS implementation with ELs. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.	Achieve similar or higher rate of EL growth on the CELDT/EL PAC each year compare d to nearby similar/R esiden schools.	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC each year compar ed to nearby similar/ Residen t schools	Achieve similar or higher rate of EL growth on the CELDT/ELP AC each year compared to nearby similar/Res iden schools.	Achieve similar or higher rate of EL growth on the CELDT/EL PAC each year compare d to nearby similar/R esiden schools.	Achieve similar or higher rate of EL growth on the CELDT/EL PAC each year compare d to nearby similar/R esiden schools.	Achieve similar or higher rate of EL growth on the CELDT/EL PAC each year compare d to nearby similar/R esiden schools.		
				SSIFICATION ENT ACHIEVEM					
ANNUAL GOALS (Identify schoolwide and	Specific	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT/ELPAC or other available</u> <u>external assessments; ELD Folders</u>							
subgroup goals as applicable)	Annual Actions	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022		
EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).	See the above Specific Annual Actions (English Learner Adequate Progress Rate).	Meet or exceed the District's EL reclassific ation rate; meet or exceed annual AMAOs.	Meet or exceed the District' s EL reclassif ication rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassifica tion rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassific ation rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassific ation rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassific ation rate; meet or exceed annual AMAOs.		

AP EXAMINATION PASSAGE RATE [High Schools Only] State Priority #4: Student Achievement							
ANNUAL GOALS (Identify	Specific	MEASURABLE OUTCOMES Method for Measuring: _NA					
schoolwide and subgroup goals as applicable)	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Not applicable.							
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
Annual Goals (Identify	Specific		M	MEASURABL lethod for M			
schoolwide and subgroup goals as applicable)	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Not applicable.							
	SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
Annual Goals (Identify	Specific	Measurable Outcomes Method for Measuring: _The attendance rate_					<u></u>
schoolwide and subgroup goals as applicable)	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Maintain strong attendance rate (schoolwide and for all numerically significant subgroups) and reduce the percentage of students who are chronically absent.	In addition to actions above, parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	Establish baseline (2016-17)	>96%	>96%	>96%	>96%	>96%
	CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify	Specific	Measurable Outcomes Method for Measuring: <u>Individual student attendance</u> <u>records</u>					ndance_
schoolwide and subgroup goals as applicable)	Annual Actions	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022

Maintain strong attendance rate (schoolwide and for all numerically significant subgroups) and reduce the percentage of students who are chronically absent.	See above.	Establish baseline (2016-17)	Chronic absentee ism will decrease .5%	Chronic absenteeis m will decrease .5%	Chronic absenteeis m will decrease .5%	Chronic absenteeis m will decrease .5%	Chronic absenteeis m will decrease .5%		
	DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT								
Annual Goals (Identify	Specific		N	MEASURABL Method for N	e Оитсомеs Лeasuring:				
schoolwide and subgroup goals as applicable)	ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022		
Not applicable.									
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT									
Annual Goals (Identify	Specific		N	MEASURABL	e Оитсомеs leasuring: _				
schoolwide and subgroup goals as applicable)	Annual Actions	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022		
Not applicable.									
				SION RATE HOOL CLIMATE	Į.				
Annual Goals (Identify	Specific	Me	thod for N	MEASURABL Measuring: _	E Оитсомеs Student su		ate_		
schoolwide and subgroup goals as applicable)	Annual Actions	Baseline	2017- 2018	2018- 2019	2019- 2019	2019- 2020	2020- 2021		
Maintain very low suspension rate.	Utilize attendance coordinator Utilize Aeries software program Utilize telephone Connect system Utilize counselors and Deans Utilize progressive discipline.	Suspensi on rate will be maintain ed at < 0.5%	Suspens ion rate will be maintai ned at < 0.5%	Suspensio n rate will be maintaine d at < 0.5%	Suspensi on rate will be maintain ed at < 0.5%	Suspensi on rate will be maintain ed at < 0.5%	Suspensio n rate will be maintaine d at < 0.5%		
				SION RATE HOOL CLIMATE					
ANNUAL GOALS (Identify	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _Student expulsion rate_					te_		

schoolwide and subgroup goals as applicable)		Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
School will continue to maintain a low- expulsion rate.	See the above Specific Annual Actions (Student Suspension Rate).	Expulsion rate will be maintain ed at <.5%	Expulsio n rate will be maintai ned at <.5%	Expulsion rate will be maintaine d at <.5%	Expulsion rate will be maintain ed at <.5%	Expulsion rate will be maintain ed at <.5%	Expulsion rate will be maintaine d at <.5%
	[OTHER			OF SCHOOL	-		
Annual Goals (Identify	Specific	N	1ethod fo	MEASURABL r Measuring:	E Оитсомеs : <u>Stakehol</u>		<u>s</u>
schoolwide and subgroup goals as applicable)	Annual Actions	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
A minimum of 80% of students schoolwide (including all numerically significant subgroups) will indicate that they feel safe at school on the annual survey.	See above.	Establish baseline (2016-17)	Increas e percent age of student s who indicate they feel safe at school on annual surveys by 5%, up to goal of 95%.	Increase percentag e of students who indicate they feel safe at school on annual surveys by 5%, up to goal of 95%.	Increase percenta ge of students who indicate they feel safe at school on annual surveys by 5%, up to goal of 95%.	Increase percenta ge of students who indicate they feel safe at school on annual surveys by 5%, up to goal of 95%.	Increase percentag e of students who indicate they feel safe at school on annual surveys by 5%, up to goal of 95%.
			COURSE ATE PRIORI	OF STUDY TY#7			
ANNUAL GOALS (Identify schoolwide and	Specific	Method f	or Measu	MEASURABL	E Outcomes er bell sche		nt folders
subgroup goals as applicable)	bgroup goals as ANNUAL ACTIONS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All students, including all subgroups, will have access to a broad course of study (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.	All academic areas will be available to all students, inclusive of all subgroups, and all grades.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.

			[OTHER STUDENT O	-				
Annual Goals (Identify schoolwide	Specific	Measurable Outcomes Method for Measuring: Teacher-designed rubrics.						
and subgroup goals as applicable)	Annual Actions	Baseline	2017-2018	2018-2019	2019-2020	2020-2021		
All students, including all subgroups, will demonstrate annual growth in developing Baldridge Criteria and Marzano's Dimensions of Learning, as measured against teacher-designed rubrics.	All teachers will receive comprehensive Professional Development in the Baldridge Criteria and Marzano's Dimensions of Learning, including designing and implementing lessons for each grade level to master these qualities. Teacher-designed rubrics and student self-assessment tools will be implemented throughout the year to assess student mastery of the school's core values and "habits of mind," with rubrics evaluated and revised at least once annually based on student data. Teachers and staff will reflect on their own teaching practice and success in developing students' mastery of Baldridge and Marzano criteria for learning.	Individual teacher/staff performance goals and classroom/gr ade level goals for mastering skills and attributes aligned to school values.	School leaders and teachers will annually increase their own understanding and implementation of Baldridge Criteria and Marzano's Dimensions of Learning, as measured by self-assessment and performance evaluations (observation, student data, etc.). Students will annually develop skills and attributes aligned to the Baldridge Criteria and Marzano's Dimensions of Learning, as measured on teacher-designed rubrics.	School leaders and teachers will annually increase their own understandin g and implementati on of Baldridge Criteria and Marzano's Dimensions of Learning, as measured by self-assessment and performance evaluations (observation, student data, etc.). Students will annually develop skills and attributes aligned to the Baldridge Criteria and Marzano's Dimensions of Learning, as measured on teacherdesigned rubrics.	School leaders and teachers will annually increase their own understanding and implementation of Baldridge Criteria and Marzano's Dimensions of Learning, as measured by self-assessment and performance evaluations (observation, student data, etc.). Students will annually develop skills and attributes aligned to the Baldridge Criteria and Marzano's Dimensions of Learning, as measured on teacher-designed rubrics.	School leaders and teachers will annually increase their own understanding and implementation of Baldridge Criteria and Marzano's Dimensions of Learning, as measured by self-assessment and performance evaluations (observation, student data, etc.). Students will annually develop skills and attributes aligned to the Baldridge Criteria and Marzano's Dimensions of Learning, as measured on teacherdesigned rubrics.		

F. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

CAL's use of the Baldrige Criteria in the classroom is designed to engage students in their own learning in a self-reflective way that develops their *capacity* to learn and continuously improve themselves. We communicate current and future expectations for students and for a learning-oriented classroom. Students are involved in developing a classroom mission statement that supports the vision and mission of the school, and they help develop classroom processes and strategies to support their own learning.

CAL classrooms are climates for creative problem-solving that foster students to taking responsibility for the mission, values, expectations, and learning. Students are expected to act as role models in a manner that will communicate the mission, values, expectations of the classroom as they set realistic yet challenging classroom and personal goals.

CAL will demonstrate Visionary Leadership in the Classroom by communicating current and future expectations for students and for a learning-oriented classroom where students are involved in developing the classroom mission statement that supports the vision and mission of the school and developing classroom processes and strategies to support student learning. We will continue to provide a climate for creative problem-solving and improved learning allowing students to take responsibility for the mission, values, expectations, and learning; act as role models in a manner that will communicate the mission, values, expectations of the classroom; and set realistic yet challenging classroom and personal goals.

To foster student involvement and aid their continuous improvement and performance excellence, students have kid-friendly questions that relate to Baldrige's "Visionary Leadership" core value:

- Do I know the mission of my classroom/school? How did I help in writing the mission?
- Do I know what my current and next teachers expect of me?
- Do I know what is expected of me to prepare for the next grade?
- What is my vision for the future for myself?
- Do my personal goals support the goals of my classroom?
- Am I/are we taking responsibility for our learning? How do I/we do that?
- Do my goals challenge me/us?
- Do I know what to do so that I am always improving?
- Do my parents know what our class mission and goals are? Do they know what my personal goals are? How do I communicate all of this to them?

Through these inquiries and reflections, among others, students take responsibility for themselves as learners, as leaders, and for continuous growth and improvement.

INSTRUCTIONAL DESIGN

MATHEMATICS PLACEMENT

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

A. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES

AND RESEARCH

According to the best available evidence, mastery of each Common Core State Standard is essential for success in college, career, and life in today's global economy. With students, parents, and teachers all on the same page and working together toward shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life.

Center for Advanced Learning offers a curriculum that is aligned with the academic performance and content standards of California Common Core State Standards (CCSS) and aligned with the CDE's Frameworks, supplemented by proven research-based curriculum models. Students in grades TK-5 are taught by multi-subject credentialed teachers in self-contained classrooms, led by a Principal and Executive Director, with supplemental support from specialists and consultants as required. (See Element 4: Governance, for a detailed Organizational Chart, and Element 5: Employee Qualifications, for detailed job descriptions for each position.) We have a defined, specific standards-based curriculum for each grade level, with a goal that all students function at or above grade level in the areas of reading, language arts, mathematics, science and social studies. In addition, students are taught physical education, visual-performing arts and technology. Where appropriate and practical, the curriculum is project-based and interdisciplinary. As mentioned above, there are two main sources that drive the curricular and instructional design of the educational program at CAL: Robert Marzano's *Dimensions of Learning* and the Baldrige Criteria for Performance Excellence. Using Marzano's Dimensions of Learning and the Baldrige Framework, CAL also specifically focuses on the developmental growth of students and active learning to ensure students are engaged in their learning and successful.

Marzano's *Dimensions of Learning* is a direct descendent of the comprehensive research-based framework on cognition and learning described in Marzano's 1988 book, *Dimensions of Thinking*. The research and theory explicated in this book says teachers can improve the quality of teaching and learning in any content area using the six basic assumptions that are implicit in the *Dimensions of Learning* model:

- Instruction must reflect the best of what we know about how learning occurs.
- Learning involves a complex system of interactive processes that includes five types of thinking and the five dimensions of learning.
- What we know about learning indicates that instruction focusing on large, interdisciplinary curricular themes is the most effective way to promote learning.
- The K-12 curriculum should include explicit teaching of higher-level attitudes and perceptions and mental habits that facilitate learning.
- A comprehensive approach to instruction includes at least two distinct types of instruction: one that is more teacher-directed and another that is more student-directed.
- Assessment should focus on students' use of knowledge and complex reasoning rather than their recall of low-level information.

(http://www2.ed.gov/pubs/triedandtrue/dimen.html)

Malcolm Baldrige Criteria for Performance Excellence: At CAL, we use Baldrige in Education (BiE) to focus on continuous improvement in all facets of the school operations. Each classroom develops a purpose, vision, and mission, and sets goals for academic performance. Progress toward these goals is monitored through whole class data collection as well as with individual student data in notebooks. Students are encouraged to abide by the two guiding principles of BiE:

- 1. "We will be responsible for our learning" and
- 2. "We will be response-able to the success of our class."

CAL demonstrates a "Learning-Centered Education" (a core Baldrige value) in the classroom by:

- encouraging all students to take ownership for classroom and personal learning;
- planning instruction to meet the current and future requirements of students;

- writing class and individual goals and action plans based on high expectations and performance excellence;
- focusing on the teaching/learning processes;
- differentiating instruction for students to facilitate mastery of goals and objectives;
- setting high expectations for learning and performance excellence;
- enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers and personal data notebooks or folders;
- evaluating each activity in the class according to its value in supporting the goals of the classroom; and
- communicating to students the expectations and requirements of the next level at school.

To continue fostering student involvement and aid students' continuous improvement and performance excellence, students also have kid-friendly questions about Learning-Centered Education:

- Do we have goals for our classroom that are based on our needs and that challenge us to do our best?
- How do I know what my personal goals should be?
- What will I do if I am/we are not making progress?
- Is everything I am/we doing in school and in our classroom helping me with my learning?
- How will I/we measure my/our progress?

As noted above, CAL includes students in evaluating and improving classroom processes and goals, provides a climate for continuous learning, problem-solving, and collaboration, and implements and assesses programs and strategies for their effectiveness in improving student achievement.

Our emphasis on Baldrige's "Management by Fact" core value equates with the more commonly used term "data-driven instruction." To optimize student achievement, CAL enhances its emphasis on Management by Fact by:

- analyzing multiple sources of data in evaluating student achievement; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes in the school;
- analyzing data routinely to make decisions and to determine needs, areas for improvement, trends, cause and effect, etc.;
- disaggregating data, as required, to examine specific student groups; and
- ensuring that assessment is comprehensive and aligned with key indicators of student and organizational performance.

In the classroom we also demonstrate Management by Fact by:

- analyzing multiple sources of data routinely with students to make decisions, determine needs and areas for improvement;
- teaching students to monitor and chart their own performance data to develop appropriate goals and strategies for improvement;
- developing processes with students to monitor classroom progress (data centers); and
- providing students with data notebooks or folders to monitor personal progress.

Inherent in Center for Advanced Learning's Baldrige design is a highly collaborative environment for staff, teachers, students and parents. This design promotes cross-grade level articulation and planning which lends itself well to carrying out an interrelated focus of the goals of the CCSS and state Frameworks.

Developmental Growth, both socially and emotionally, is also specifically considered by all faculty as they plan and implement the core curriculum, ensuring that learning facilitates students' on-going personal development. Curriculum is based on children's identifiable stages of development and is designed to be appropriate to the specific stages of development. Instruction emphasizes a cooperative framework with teacher-student interactions, as well as peer interactions and collaboration. The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction. Interactive patterns of small group work enables students to engage their communication skills and navigate social interactions with their peers as leaders and as contributors to a group effort, thereby helping them develop confidence in their own abilities. Our curriculum gives children the opportunity to become natural learners as they learn about themselves. Culturally responsive pedagogy also ensures that we embrace the diversity of our students and the experiences they each bring to the classroom.

Active Student Learning is employed based on our understanding that children learn best when they are engaged in activities and studies of interest to them. Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for students who learn best through seeing, hearing and movement. These activities employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children's individual intellectual strengths and learning styles. Students are trained to use Baldrige quality tools for problem solving. Teachers model planning and process management, which students then also employ across the curriculum. Teachers integrate quality tools into curricular areas as well as classroom management and goal setting. This helps students utilize tools independently by teaching the purpose of each tool and modeling a variety of uses. Our main goal is that students learn to apply quality tools in problem solving situations, develop skills and aptitudes that will serve them well in rigorous secondary schools and beyond.

Combining these core values within the classroom, core content and enrichment activities are delivered in a student-centered model that engages students as they learn how to learn, while mastering CCSS content. In our model:

- Students are taught to use self-questioning and think-aloud techniques.
- Students are supported in learning how to work cooperatively in group projects.
- Teachers promote individual creativity through creative research projects.
- Teachers manage student-controlled peer interaction within a cooperative framework.
- Teachers assist students in reflecting on their own academic success and challenges.
- Teachers utilize several motivational strategies within the classroom (rewards/praise, intrinsic motivation).
- Distances between teacher-student interactions are reduced; peer tutoring is encouraged.
- Students are engaged in curricular conversations and critical thinking skills are promoted.

Data-Driven Instruction is employed by our faculty to constantly assess student learning and inform instructional practices. All classrooms are equipped with one-to-one devices and teachers incorporate digital learning with traditional classroom methods. Teachers are encouraged to create differentiated projects and assignments for students to complete at their own pace, using technology. Additionally, skills are reinforced with the use of educational applications. All benchmark assessments for grades 3-5 are done digitally. We utilize local assessments to monitor student progress on a weekly basis, including text-based quizzes and tests. Additionally, our students maintain their progress toward standards mastery through weekly "pretests" on Study Island. The results from these assessments are made almost immediately available for the teachers and principal to review. To provide us with an advance indication of state standardized test performance, benchmark assessments are administered four times annually. These results are collected and disaggregated with the use of Data Director.

Frequent testing allows the teacher to monitor students' performance and pinpoint gaps that need to be filled to secure a solid foundation on which to build further knowledge. Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to face and tackle, successfully, difficult situations under pressure. These tests measure student outcomes to monitor progress, highlight student-learning deficiencies for teachers, and increase teachers' pedagogical efficiency (teachers can shift time away from test preparation and scoring to other activities).

CAL also uses Baldrige's Plan-Do-Study-Act ("PDSA") process (Shewhart Cycle) to review classroom academic results on a biweekly basis and school-wide on a monthly basis to continuously improve its education program. This process includes the following cycle: develop a **Plan** for improving quality at a process; execute the plan (**Do**); evaluate feedback to confirm or to adjust the plan (**Study**); and make the plan permanent or study the adjustments (**Act**). One of our primary goals in the PDSA process is meeting schoolwide and subgroup growth targets as determined by CDE and federal standards. Biweekly classroom and monthly school-wide reviews and analysis of the data (the "study" portion of the PDSA cycle) will lead to "Act": adjustments to learning made on the basis of the data to ensure that growth targets are met.

All faculty participate in professional development on utilizing data to assess student mastery of content, and ways they can differentiate instruction or re-teach to get all students to mastery. Following each quarterly benchmark assessment, the principal reviews schoolwide, grade level and subgroup data with teachers to inform teaching practice across the school.

These elements ensure that Center for Advanced Learning offers a highly focused curriculum for all students, coupled with a creative, stimulating, learning environment. We encourage students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. We foster a learning community in which students experience respect for their sustained efforts as well as their immediate successes.

B. CURRICULUM AND INSTRUCTION

Core instruction at CAL includes Reading and Language Arts; Mathematics; Science; and Social Science. Students take assessments via Study Island four times annually to help assess their mastery of core content; teachers use this assessment data and other information to refine their instructional practices, determine lessons that need to be re-taught, and monitor overall student progress.

Reading and Language Arts

Center for Advanced Learning has adopted the following ELA curriculum:

- Grades TK-2: Core Knowledge Language Arts (CKLA)
- Grades 3-5: Expeditionary Learning (EL Education)

Grades TK-2: Core Knowledge Language Arts (CKLA)

CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. CKLA advances students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since kindergarten. CKLA is a comprehensive program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences.

CKLA is a comprehensive reading program that covers all English language arts/literacy skills but focuses on the two foundations of reading success:

- Decoding
- Wide-ranging background knowledge

CKLA is composed of two strands:

- Listening and Learning, which focuses on teaching background knowledge, oral language and vocabulary
- Skills, which teaches decoding and English language arts

Listening & Learning Strand (TK-2: 60 minutes)	Skills Strand (TK-2: 60 minutes)
 Listening Comprehension 	 Phonological Awareness
Oral Language	Decoding
 Background Knowledge (content) 	Fluency
 Academic and Domain Vocabulary 	 Academic and Domain Vocabulary
 Response to Text: Oral & Written 	 Response to Text: Oral & Written
	Reading Comprehension
	Handwriting (K-1)
	Spelling
	Grammar
	Writing: Skills, Process & Research

CKLA provides many opportunities and ways to assess student learning and monitor student progress.

Formal Assessment	Informal Assessment
Beginning of the Year Placement	Anecdotal Records
Assessment	 Observations
Progress Monitoring	 Reading Fluency
End-of-Year Assessment	 Workbook Pages
Domain Assessment	 Pausing Points
Unit Assessment	

In this way, teachers can continuously monitor students' mastery of CCSS-aligned content and modify instruction as needed to meet the needs of individual students. Supplemental guides, image support, and "pausing points" facilitate support for students who are struggling to master the content.

Listening & Learning Strand	Skills Strand
Pausing Points (mid-domain and/or end of domain reviews)	Pausing Points (located at end of unit, but can be used throughout to support skills taught in the unit)
Visual support to help students access Read Alouds: • Flip Books • Image Cards • Maps • Multiple Meaning Word Posters	Reading Time Shared reading using Big Books and Flip Book Images Small group instruction Whole group, small group, partner, and independent reading Rereading of Student Readers for fluency practice
 Supplemental Guide Easier versions of Anthology Read-Alouds Multiple Meaning Word Activities Syntactic Awareness Activities Vocabulary Lessons 	Assessment and Remediation Guide

Grades 3-5: Expeditionary Learning (EL Education)

EL Education instructional practices emphasize student inquiry, critical thinking, and craftsmanship. In these ELA modules, students engage in original research and deep interdisciplinary investigations of rich academic topics, using their learning to create authentic, high-quality, academic products to share with outside audiences.

Four modules, with 3 units in each, comprise a full year's curriculum. Each module progresses in a standard sequence: Building Background Knowledge (Unit 1), Extended Reading and Research (Unit 2), and Extended Writing (Unit 3).

Each module comes with books which have been carefully selected and vetted as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity. Learning is collaborative, with students working together throughout every module via engaging protocols (compelling structured activities). Most protocols repeat a number of times throughout a module to ensure students become familiar with it.

The shifts	What you will see in the grades 3–5 curriculum
Building knowledge through content-rich	Effective literacy instruction emphasizes the use
nonfiction	of compelling topics which engage students in informational and literary texts.

	Students build expertise about a topic and often share that expertise with classmates or a wider audience.
Reading, writing and speaking grounded in evidence from text, both literary and informational	Students use evidence, including self-assessing, learn to ask strong text-dependent strategic questions as they read, and do research for a real purpose. Performance tasks require students to cite textual evidence, to revise their writing and critique their peers' writing, and to share their writing with a real audience.
Regular practice with complex text and its academic language	Students are exposed to a wide range of increasingly complex texts to build background knowledge and interest.

Each module includes seven assessments: six unit level assessments—one in the middle of each unit and one at the end—assessing students' independent work on a reading, writing, speaking, or listening task, plus one final performance task that is a more supported project, often involving research. Each unit includes two assessments, most of which are "on-demand" (i.e., for students to "show what you know"/can do on your own). Typically, mid-unit assessments are reading assessments with text-based answers, and end of unit assessments involve writing from sources. Most assessments emphasize academic vocabulary, particularly determining words in context.

Assessments are designed to be curriculum-embedded opportunities to practice some of the types of skills needed on the Smarter Balanced Assessment. Modules include a variety of assessment types: selected response (multiple-choice questions), short constructed response, extended response (either on-demand or supported), speaking and listening (discussion or oral presentation), and scaffolded essays (involving planning, drafting, and revision). Teachers return student assessments with feedback and confer with students who require additional support or guidance, particularly on written assessments.

The performance task is a culminating project that takes place during the end of each module. It differs from other six assessments in that, through a series of engaging scaffolded lessons, students create a more authentic real-world product that challenges them to synthesize and apply their learning from the module. Performance tasks are developed using the writing process and almost always include peer critique and revision. Models of performance tasks are provided for students to analyze and deconstruct in order to create something comparable themselves.

At all grade levels, TK-5, CCSS-aligned listening and speaking skills are embedded throughout the program. Students are explicitly taught listening skills such as following directions, participating in class discussions as active listeners and providing input and feedback, and avoiding distractions. With increasing complexity as they grow in grade level, students learn to present information and their work to their peers, teachers and community members. They learn basic speaking habits of enunciation, posture, volume and more, as well as structuring their presentations, using varied forms of speech

depending on the context, and using visual aids for their presentations. In all grades, students learn how to listen respectfully, speak clearly, respond with constructive questions or empathetic comments.

For all grades, CAL also provides a reading incentive program called Accelerated Reader, where students read books and earn points. Students who reach a certain number of points get to participate in a special AR Reading Party on campus. We have accommodated this program so that special education students and other students with special needs have a fair way to compete and attend.

Reading Lab

The Reading Lab is an intervention program introduced at CAL in 2012. The goal of our Reading Lab is to improve the reading proficiency of our lowest performing readers enrolled in TK-3rd grade.

At the beginning of the year, all of our TK-3rd grade students are given the DIBELS assessment, which identifies whether or not a student is on track for grade-level reading success. Once the data obtained from DIBELS assessments are reviewed, teachers refer students with scores below benchmark criteria to the Reading Lab for an additional diagnostic reading assessment. Center for Advanced Learning uses DIBELS as universal screener and monitoring tool for reading and CORE as additional diagnostic reading assessment. The CORE reading assessments results are used to identify the five lowest performing readers of each class. These are the students who will be placed in the Reading Lab program.

The Reading lab provides systematic and explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension based on students' needs identified by the CORE assessments. Students placed in the Reading Lab receive intervention four days per week, 30 minutes per day. Reading instruction is taught using the research-based program Voyager Passport as an additional support to our CKLA core program.

The Reading Lab administers progress-monitoring assessment three times per year to assess student's response to instruction and intervention including:

Phonemic awareness: the ability of students to notice, think-about, and manipulate individual sounds in spoken syllables and words.

Phonics: the understanding that there are systematic and predictable relationships between written letters and spoken words. Systematic and explicit phonics instruction is required and is linked to student's decoding ability.

Fluency: the ability to read accurately, quickly and expressively requires automatic word recognition, appropriate expression and intonation, as well as grouping words into meaningful phrases paying attention to punctuation.

Vocabulary development: an active process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items.

Reading comprehension: an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader.

ELD

As detailed more fully in the English Learner section below, at CAL, a comprehensive ELD program is used to meet the needs of our English Learners. California ELD standards are taught in tandem with Common Core Content Standards. In addition, teachers have designated ELD instructional time. This instructional time is separate from other instructional blocks. Each grade level does a rotation or switching of students by EL levels, so that each teacher can specify their instruction to the needs of the levels being served. The strategic grouping is done to ensure proper instruction is taking place with adequate scaffolds for English development.

CKLA curriculum supports English learners by providing a strong, comprehensive approach to English language arts instruction. The program's heavy emphasis on listening and speaking, as well as building knowledge and vocabulary, should be especially helpful to ELLs.

The design of CKLA is based on good reading instruction. The Skills strand provides children systematic, explicit, and comprehensive instruction in the code of the English language. The sound-first approach in CKLA is particularly supportive of ELs, as it lets them focus first on the sounds in words and then make the translation to how that sound is represented in the English alphabet. Explicit grammar lessons are also a feature of the Skills strand, which is consistent with the best thinking about how to build the foundational language skills needed to learn a second language.

The vocabulary work, multiple meanings work, guided listening supports, and text exposure within the Listening & Learning strand also are beneficial to ELs.

In addition, the CKLA Supplemental Guides provide further support to meet the specific needs of ELs (as well as children with weak or lagging language skills). The Supplemental Guides adjust the pacing of instruction, provide more specific guidance on explicit instruction for vocabulary words, and offer deeper support for syntactic awareness. They also feature instructional tools for altering instruction in critical ways, including adjusting:

- the required modes of participation by children (e.g., using visual supports or receptive approaches for checking comprehension);
- the expressive language demands on children (e.g., providing sentence frames and allowing questions to be yes/no instead of open ended);
- the attentional demands on children (e.g., repeating refrains to help children listening and actively participate);
- the timing/immediacy of support that children receive during the read-aloud (e.g., building in-text scaffolds such as use of pictures or props); and
- · the explicit attention to vocabulary.

These adjustments are effective ways to adapt or individualize instruction for diverse learners.

Formative assessments are used each quarter to determine the student's progress. Our ELD programs are guided by CA ELD standards with the goal of reclassification. EL's with disabilities and those identified as possibly become Long Term English Learners (LTEL) students receive additional ELD intervention and support after school.

Math

Center for Advanced Learning has adopted the Great Minds Eureka Math curriculum for grades TK-5. Eureka Math follows the focus and coherence of the Common Core State Standards (CCSS) and carefully sequences the progression of mathematical ideas into expertly crafted instructional modules.

This curriculum is distinguished not only by its adherence to the CCSS; it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the "story" of mathematics itself. The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of Eureka Math is to produce students who are not merely literate, but fluent, in mathematics.

Components to a Math Lesson

- 1. Guiding question/puzzlement (Sprints)
- 2. Review of skills from the previous lesson
- 3. Concept development (vocabulary & language acquisition)
- 4. Creation/demonstration of concept
- 5. Manipulation of concept (hands on)
- 6. Introducing concept using numbers
- 7. Focus on dual concept approach, which allows students to immediately demonstrate their learning by problem set with pictures and words
- 8. Student debriefing/discussion of their learning experience
- 9. Quiz/Assessments daily (Exit Tickets)

Eureka Math has several key mathematical tools that will be used throughout a student's elementary years. Sprints are high-energy classroom activities in which students complete as many math facts as they are able in a set amount of time. Care is taken during a sprint to make sure that all students are working as hard as they can to recall facts, notice patterns within the sprint page, and do their personal best. To this end, sprints are designed to come in pairs, so that students can try the first sprint (Sprint A), assess their correct and incorrect answers, and then try to improve their score on Sprint B, given immediately after assessing Sprint A. Sprints are one of the primary ways in Eureka Math in which students gain fluency and competency with math facts, a key building block skill for computation and comprehension throughout elementary school.

The Concept Development is the primary lesson component and comprises approximately 20 minutes of Math lesson time. New learning is introduced during the Concept Development and generally moves from the concrete (using hands on materials) to the pictorial (using diagrams, pictures, etc) to the abstract (equations). Following this Concrete-Pictorial-Abstract structure allows students supports in learning increasingly complex mathematics. The Concept Development portion of the lesson concludes with the completion of the Problem Set.

During the debrief, teacher and student will review vocabulary terms and make connections using the problem set. The teacher's manual provides higher order thinking and rigorous questions for this ending piece of the lesson.

At the conclusion of the debrief, students complete an exit ticket which allows the teacher to have a quick check into student understanding of the day's lesson.

Kindergarten – Grade 5 Curriculum Map

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
1st T	M1: Numbers to 10	WIL Sullis and Differences		M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	
R	(43 days)	to 10 (45 days)	M3: Place Value, Counting, and Comparison of		**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number	
1st TRIMESTER	**M2: 2D and 3D Shapes		Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)		and Decimal Fraction Operations (35 days)	
	(12 days)	M2: Introduction to Place		M3: Multiplication and Division	M3: Multi-Digit Multiplication and Division	Name (5-1)	
2	M3: Comparison of Length, Weight, Capacity, and	Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	(43 days)	M3: Addition and Subtraction of Fractions (22 days)	
2nd TRIMESTER	(38 days)	Numbers to 10 (38 days) M3: Ordering and Comparing Length Measurements as Numbers (15 days) M5: Addition and Subtraction Within 1,000 with		M4: Multiplication and Area (20 days) M4: Angle Measure and Plane Figures (20 days)		M4: Multiplication and Division	
ESTER		And the state of t	Word Problems to 100 (24 days)	M5: Fractions as Numbers	M5: Fraction Equivalence,	of Fractions and Decimal Fractions (38 days)	
	M4: Number Pairs, Addition		M6: Foundations of	on the Number Line			
	and Subtraction to 10 (47 days)		(35 days)	Multiplication and Division (24 days)	(35 days)	Ordering, and Operations (45 days)	M5: Addition and Multiplication with Volume and Area
3rd		MS: Identifying, Composing, and Partitioning Shapes		M6: Collecting and Displaying Data (10 days)		(25 days)	
TRIMESTER	M5: Numbers 10-20 and Counting	(15 days) Numbers 10-20 and Counting M6: Place Value Comparison M6: Place Value Comparison		M7: Geometry and Measurement	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane	
TER	to 100 (30 days) V6: Analyzing, Comparing, and Composing Shapes (10 days)	Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	Word Problems (40 days)	M7: Exploring Measurement with Multiplication (20 days)	(40 days)	

Science

Our science curriculum gives children the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum, all aligned to CCSS and the new Next Generation Science Standards (NGSS). Our science curriculum is designed to nurture a lifelong fascination with the natural world. The Science Program is based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience literacy.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.

- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.
- Children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

CAL uses the acclaimed California Edition of FOSS (Full Option Science System) as an all-inclusive modular science curriculum. Instruction incorporates NGSS and CCSS with each lesson involving hands-on investigation. A variety of formative and summative assessments are used to identify where students are on their learning continuum at regular intervals so that feedback can be conveyed to students (and their parents) on how to improve students' learning.

Social Sciences

Through our CCSS-aligned curriculum, students at CAL acquire core knowledge in history and social science while they develop critical thinking skills, such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas. Center for Advanced Learning uses History-Social Science for California by Scott Foresman as our primary curricular resource for social science, supplemented by teacher-facilitated student-led community projects and other active learning strategies. Students also use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after. The communities in which our students live and that surround our school is a rich resource. Students begin to discover the connections to and the relationships between our community and the larger societies. Our students and parents come to us with rich background experiences that will be tapped into and recorded.

Visual and Performing Arts

The Visual and Performing Arts learning standards form a bridge for students at Center for Advanced Learning to achieve excellence. The arts program supports and extends learning experiences for students in basic literacy and advance skills in Language Arts, Math, Science, and History-Social Science. The arts program engages students in meaningful activities and lesson sessions involving analytical and creative thinking and helps them practice discipline and team work to deliver student-produced products. CAL recognizes the arts program as an essential learning dimension to excellent teaching and learning.

CAL offers a visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that students should:

• Be able to communicate in four arts disciplines – music, visual arts, dance, and theatre.

- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

Each year, students at CAL participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project allows students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.).

Physical Education

All students in all grades participate in P.E. for 200 minutes every two weeks. Curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. The P.E. curriculum includes developmentally appropriate skill development in fitness and locomotor skills with cardiovascular activities, stretching and more, all in a fun, engaging class that encourages students to pursue lifelong fitness and good health. P.E. also emphasizes psycho-social skills such as listening, cooperating and negotiating with peers, and fair play. Health education is incorporated into our standards-aligned P.E. program, with lessons on healthy nutrition, safety in physical activities and the importance of healthy behaviors and the importance of a healthy lifestyle all included. CAL offers a nutritious hot lunch program, along with breakfast and snacks, through the National School Lunch Program, etc. (See Element 6 for additional information about Health and Safety at CAL.)

C. INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout Element 1, a number of key innovations drive CAL's educational program, most notably including our focus on the Baldridge Criteria at all levels and aspects of the organization, from organizational management to student learning and individual growth. Similarly, Marzano's Dimensions of Learning provide a critical guide for our faculty and all learning activities, including student reflection on their own learning and *how* they learn. CAL utilizes "blended learning"/online, interactive curriculum and assessments to help differentiate learning to meet student's individual needs across different content areas and different rates of progression. These programs such as Study Island provide critical data for our teachers, who then modified and differentiate instruction based on data about student mastery of specific skills and content. Finally, we emphasize the whole child, and believe the arts and physical activity are crucial for our young students' healthy development.

D. INTERVENTION AND ENRICHMENT PROGRAMS

CAL offers the following comprehensive intervention programs throughout the year:

Every student at CAL is provided with their own personal technology device. Grades K-2 use iPads and grades 3-5 use Chromebooks. Each classroom is equipped with digital projectors and teachers seamlessly integrate technology within their daily lessons. Our school also has subscriptions to Brain Pop, Renaissance Learning/AR Reading, Time For Kids, and ScootPad. These online, interactive programs provide targeted, differentiated learning for each student, with critical data provided for teachers to see

in real-time which skills and content standards each student has mastered and which may require additional instruction or remediation.

Reading Lab: The Reading Lab is an intervention program we have had at our school since Winter 2012. The goal of our Reading Lab is to improve the reading proficiency of our lowest performing readers enrolled in Kindergarten through 3rd grade, based on results from DIBELS and CORE diagnostic reading assessments. The Reading lab provides systematic and explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension based on students' needs identified by the assessments. Students placed in the Reading Lab receive intervention four days per week, 30 minutes per day. Reading instruction is taught using the research-based program Voyager Passport as an additional support to our CKLA core program.

The Reading Lab administers progress-monitoring assessment three times per year to assess student's response to instruction and intervention. These assessments take place one to two weeks prior to parent conferences so that the data can be shared with parents. The reading lab teacher attends the parent conference meeting of each student being served. Data from the lab in some instances, can be used to refer students to the Student Success Team (SST) or as part of data collected for retention purposes.

Academic Intervention Workshops for Math and English Language Arts: Before school and after school intervention classes are offered to all students in grades 1-5 during the Spring. Families are offered the choice of morning or after school sessions to accommodate their schedules. Additionally, Saturday sessions are held as a third opportunity for students to participate.

Any student who is performing below grade level standards in English Language Arts and in Math, as determined by their trimester two Benchmark Assessment scores, are invited to attend these intervention workshops.

This Spring intervention program focuses on the foundational and critical thinking skills that are necessary to help students meet grade level proficiency in both Math and English Language Arts. Benchmark data assessment is taken before and after in order to track student growth.

SBAC Preparation Intervention Workshops for Math and English Language Arts: We offer an additional Intervention Workshop during the Spring in which we target Math and English Language Arts skills in order to help students meet levels of proficiency on the California SBAC assessment. Students, from the third to fifth grades who score near proficient on their benchmark assessments and their previous year's SBAC test scores, are invited to participate. Parents are provided with the opportunity to have their child participate before and after school in these workshops, in order to accommodate their scheduling needs.

More detailed descriptions of CAL's SST process and support for students with special needs is included below.

As detailed above, CAL offers an engaging arts and P.E. program, as well as integrated technology usage throughout the curriculum for all grades.

E. CURRICULAR AND INSTRUCTIONAL MATERIALS

CAL selects curricular materials aligned with the CCSS, NGSS and Frameworks. CAL's curriculum development team, comprised of the Executive Director, Principal, and teacher representatives, provides all faculty with a list of recommended textbooks and teaching strategies for all teachers. The Principal and teachers determine which textbooks and strategies from that recommended list are most relevant for their students. All of our materials are selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core textbooks with additional materials and strategies to support our EL and special needs students as described below. In addition to teacher-created curriculum and projects, we rely on the following:

Content Area	Instructional Materials
English Language Arts	Grades K-2:
	Core Knowledge Foundation
	2013 Core Knowledge Language Arts
	Grades 3-5:
	Expeditionary Learning
	2013 Expeditionary Learning Common Core ELA Curriculum
Math	Great Minds
	2015 Eureka Math
Social Studies	Scott Foresman-Addison Wesley : A Social Studies Curriculum By
	Pearson
Science	FOSS California Curriculum and Kits
English Language	Grades K-2:
Development	Core Knowledge Foundation
	2013 Core Knowledge Language Arts
	Grades 3-5:
	Expeditionary Learning
	2013 Expeditionary Learning Common Core ELA Curriculum
PE/ Health	Teacher-created materials from state Frameworks and other sources
Visual Arts	Teacher-created materials

F. COMPREHENSIVE COURSE LIST – N/A

G. INSTRUCTIONAL METHODS AND STRATEGIES

Research suggests that one of the most important factors in student academic success involves teachers' high expectations. Center for Advanced Learning teachers and staff are committed to this concept and have designed CAL's standards-based curriculum to encourage students to meet their

educational goals and exceed minimal requirements. Using backwards planning, teachers develop rubrics to clarify their expectations for themselves and students. This method addresses the following:

- What do we want students to know and be able to do with instruction?
- How well do we want students to know instructional information and related processes; what do we want them to do with the instructional information?
- How will teachers know when the students master the instruction and how well they master it?

Teachers divide performance standards into different components and complexity levels based on student ability levels. The benefits include reflective practice among students and instructors within the classes.

Our Classroom Learning System ("CLS") instructional delivery focuses on ensuring teachers use a variety of instructional strategies and assessments in working with students. Teachers select the instructional strategy(ies) most likely to enable the students to achieve their academic goals, including:

- Explicit phonics instruction in reading
- Problem solving in mathematics
- Diverse prompts for multiple writing tasks
- Multidisciplinary project-based learning
- Direct instruction
- Instruction differentiation
- Collaborative group work

Teachers use different teaching methods that overlap learning styles and contribute to the needs of all students. These include giving students experience with problems before giving them the tools to solve them, balancing concrete with conceptual information, liberally using graphic representations and demonstrations, and showing students how concepts are connected within and between subjects and to everyday life experiences they encounter.

Varying instructional strategies promotes student interest within the classroom, such as creating stimulating and successful questioning techniques. Some of these include cognitive, speculative, affective, and management questions addressed to the students within the classroom. Lastly, opportunities for students to receive continual feedback from their teachers leads to more successful and efficient learning in our classrooms.

Center for Advanced Learning believes that collaborative teamwork is essential and should be an integral part of the educational process. Teachers, students, administrators, and parents can ensure the continued progress of our children. Success in our environment lies not at the end of the road, but in having made the educational journey, step by step.

G. How The School's Instructional Methodologies And Curriculum Will Ensure Student Mastery
Of The California CCSS And Other State Content Standards

As noted, all instruction is designed in alignment with the state standards, including CCSS and NGSS. (www.cde.ca.gov/be/st/ss; www.corestandards.org) Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards. Teachers and school leaders continuously monitor student mastery of content standards through ongoing assessments and review of data via Study Island (four times annually), publisher tests and teacher-designed assessments (e.g., project-based performance tasks, writing rubrics). School leaders use this data to monitor teacher fidelity of CCSS-implementation, and provide additional training and coaching as needed. (See Elements 2/3 for additional information about the use of data to guide instruction.) As CAL's student achievement data detailed above has demonstrate success in students mastering core content standards, we continuously work to improve individual, subgroup and schoolwide outcomes through the strategies detailed throughout Elements 1-3 of this petition.

H. How The Instructional Program Will Support Student Development Of Technology-Related Skills And Student Use Of Technology

Starting in 2014, CAL implemented a comprehensive technology plan to ensure all students have access, use and knowledge of technology to achieve mastery of the CCSS, NGSS and other state standards. TK-1 students have access to iPads at a 1:1 ratio, and students in grades 2-5 use Chromebooks at a 1:1 ratio. Students are trained in internet research, word processing, PowerPoint presentations, Accelerated Reader, Reading Counts and spreadsheets. Each classroom also has at least two multi-media computers for use by students and teachers, and the library/multi-media center has computers for research and Internet use. Technology is used 2-5 days per week across all subject-areas, when applicable. Students learn basic keyboarding skills, and gain a familiarity with online testing via assessments such as Study Island, helping prepare them for the online CAASPP starting in 3rd grade. Grade level benchmarks (Study Island), CAASPPs, and other assessments (e.g., data generated through other online learning programs) are administered online.

- I. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED.) AND A-G
 REQUIREMENTS NA
- J. CREDIT RECOVERY OPPORTUNITIES NA
- K. Ensuring Transfer Students Can Meet Graduation And College Entrance Requirements NA
- L. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION NA

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.

M. How Charter School Will Inform Parents, Including Parents With Limited English, About Course Transferability And College Entrance Requirements - NA

N. TRANSITIONAL KINDERGARTEN

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.

CAL offers a full-day Transitional Kindergarten program with students integrated into the regular Kindergarten classroom and provided differentiated curriculum as appropriate. This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement, differentiated to meet the needs of our youngest learners. The daily schedule includes whole group instruction and activities, small group instruction and independent and "hands-on" learning.

ACADEMIC CALENDAR AND SCHEDULES

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.

A. ACADEMIC CALENDAR

CENTER FOR ADVANCED LEARNING

INSTRUCTIONAL SCHOOL CALENDAR 2017 - 2018

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LEGAL HOLIDAY]
SCHOOL NOT IN SESSION	1
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MINIMUM DAY (12:35pm Dismissal)
STUDENT-LED CONFERENCES (Minimum Day-12:35pm Dismissal)
IMPORTANT DATES

FIRST DAY OF INSTRUCTION: Wednesday, August 9, 2017

LAST DAY OF INSTRUCTION: Thursday, May 31, 2018

DRAFT (8.31.16)

HOLIDAYS & VACATIONS

08/01 thru 08/08/17 Teacher Professional Development

Days (No school)

09/01/17 Unassigned Days (No school)

09/04/17 Labor Day

11/10/17 Veterans Day

11/20 thru 11/24/17 Thanksgiving Holiday

12/18/17 thru 01/05/18 Winter Recess

01/15//18 Dr. Martin L. King, Jr.'s Birthday

02/19/18 Presidents' Day

03/26 thru 03/30/18 Spring Recess

04/02/18 Cesar E. Chavez's Birthday

05/28/18 Memorial Day

IMPORTANT DATES

08/05/17 CAL BBQ and Mandatory Orientation

08/09/17 First Day of Instruction

08/24/17 Back to School Night

11/13 thru 11/17/17 Student-Led Conferences

(12:35pm Dismissal)

03/12 thru 03/16/18 Student-Led Conferences

(12:35pm Dismissal)

03/22/18 Public Lottery for 2018-2019 Enrollment

05/03/18 Open House

05/18/18 Multicultural Performance 05/31/18 Last Day of Instruction

REPORT CARD GRADING PERIODS

1st Trimester: 08/09/17 thru 11/03/17 2nd Trimester: 11/06/17 thru 02/28/18 3rd Trimester: 03/01/18 thru 05/31/18

B. SAMPLE DAILY SCHEDULES

TK - Kindergarten Sample Daily Schedule

Regular Day Schedule: Monday – Thursday

	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday					
7:30am –	n /a	Breakfast								
7:50am	n/a	Campus Assistants supervise students in Breakfast area								

7:30am – 7:50am	n/a	Aides supervise stu	dents' arrival (walke	rs, carpools and bus	riders)
7:50am – 8:00am	n/a	Students Line-Up for Teachers meet stud class	or Class dents on yard, partic	ipate in flag salute a	nd lead students to
8:00am – 8:25am	25min.	Morning Business Calendar/Warm Up) Activities		
8:25am – 9:30am	1hr. 5min.	English Language A	rts 🗕 CKLA: Skills U	nit	
9:30am – 9:50am	n/a	Morning Recess			
9:50am – 11:15am	1hr. 25min.	Math → Eureka M	ath		
11:15am – 12:00pm	45min.	English Language A	rts → CKLA: Domai	n	
12:00pm – 12:45pm	n/a	Lunch			
12:45pm – 1:10pm	25min.	English Language A	rts → CKLA: Domai	n (<i>con't)</i>	
1:10pm – 2:10pm	1hr.	Health	Science	Social Studies	Health
2:10pm – 2:55pm	45min.	ELD Rotations Small Group Work			
2:55pm – 3:00pm	5min.	Closing Business/Pa	ack Up		
3:00pm	n/a	Dismissal			
3:00pm - 6:00pm	n/a	After School Progra	am		

Total # of Instructional Minutes: 5hr. 55min.

Minimum Day Schedule: Friday

	# of Instructional Minutes	Friday
7:30am – 7:50am	n/a	Breakfast Campus Assistants supervise students in Breakfast area
7:30am – 7:50am	n/a	Aides supervise student's arrival (walkers, carpools and bus riders)
7:50am – 8:00am	n/a	Students Line-Up for Class
8:00am – 8:10am	10min.	Morning Business
8:10am – 9:00am	50min.	Math → Eureka Math
9:00am – 10:00am	1hr.	Physical Education

10:00am –	n/a	Lunch
10:45am		
10:45am		
_	1hr.	English Language Arts → CKLA: Skills Unit
11:45am		
11:45am –12:30pm	45min.	ELD Small Group Rotations Centers
12:30pm -12:35pm	5min.	Closing Business/Pack Up
12:35pm	n/a	Dismissal
12:35pm - 6:00pm	n/a	After School Program

Total # of Instructional Minutes: 3hr. 50min.

1st Grade Sample Daily Schedule

Regular Day Schedule: Monday – Thursday

	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday				
7:30am – 7:50am	n/a	n/a Breakfast Campus Assistants supervise students in Breakfast area							
7:30am – 7:50am	n/a Aides supervise student's arrival (walkers, carpools and bus riders)								
7:50am – 8:00am	n/a	Students Line-Up for Teachers meet stud class		ipate in flag salute ar	nd lead students to				
8:00am – 8:30am	30min.	Morning Business Calendar/Warm Up Activities							
8:30am – 9:30am	1hr.	English Language Arts → CKLA: Skills Unit							
9:30am – 9:55am	25min.	English Language Arts → CKLA: Domain Vocabulary							
9:55am – 10:15am	n/a	Morning Recess							
10:15am - 12:05pm	1hr. 50min. Math → Eureka Math								
12:05pm -12:50pm	1 n/a 111nch								

12:50pm	40min.		ırts → CKLA: Domai	n			
– 1:30pm	40111111.	overlaps with Scien	nce/Social Studies				
1:30pm – 2:00pm	30min.	English Language A	rts 🗦 CKLA: Domai	n Writing Activity			
2:00pm – 2:55pm	55min.	ELD Rotations AR Testing Small Group	2:00 – 3:00pm Physical Education	ELD Rotations AR Testing Small Group	ELD Rotations AR Testing Small Group		
2:55pm – 3:00pm	5min.	Closing Business/Pa	ack Up				
3:00pm	n/a	Dismissal					
3:00pm - 6:00pm	n/a	After School Program					

Total # of Instructional Minutes: 5hr. 55min.

Minimum Day Schedule: Friday

	# of Instructional Minutes	Friday
7:30am – 7:50am	n/a	Breakfast Campus Assistants supervise students in Breakfast area
7:30am – 7:50am	n/a	Aides supervise student's arrival (walkers, carpools and bus riders)
7:50am – 8:00am	n/a	Students Line-Up for Class
8:00am – 8:15am	15min.	Morning Business
8:15am – 9:15am	1hr.	Science
9:15am – 10:05am	50min.	Social Studies
10:05am – 10:50am	n/a	Lunch
10:50am – 11:20am	30min.	English Language Arts → CKLA: Skills Unit
11:20am – 12:20pm	1hr.	ELD Rotations AR Testing Small Group Rotations
12:20pm – 12:35pm	15min.	Closing Business/Pack Up
12:35pm	n/a	Dismissal
12:35pm – 6:00pm	n/a	After School Program

Total # of Instructional Minutes: 3hr. 50min.

2nd Grade Sample Daily Schedule

Regular Day Schedule: Monday – Thursday

	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday
7:30am – 7:50am	n/a	Breakfast Campus Assistants	supervise students i	n Breakfast area	
7:30am – 7:50am	n/a	Aides supervise stu	ident's arrival (walke	ers, carpools and bus	s riders)
7:50am – 8:00am	n/a	Students Line-Up for Teachers meet students class	or Class dents on yard, partic	ipate in flag salute a	and lead students to
8:00am – 8:30am	30min.	Morning Business AR Quizzing			
8:30am – 9:55am	1hr.	English Language A	English Language Arts → CKLA: Domain		
9:55am – 10:15am	n/a	Morning Recess			
10:15am – 11:00am	45min.	English Language Arts → CKLA: Skills Unit			
11:00am - 12:05pm	55min.	Math → Eureka M	Math → Eureka Math		
12:05pm -12:50pm	n/a	Lunch			
12:50pm -2:00pm	1hr. 10min.	Social Studies	Science	Health	Art/Music
2:00pm – 2:55pm	55min.	ELD Rotations AR Testing Small Group	ELD Rotations AR Testing Small Group	2:00 – 3:00pm Physical Education	ELD Rotations AR Testing Small Group
2:55pm – 3:00pm	5min.	Closing Business/Pack Up			
3:00pm	n/a	Dismissal			
3:00pm - 6:00pm	n/a	After School Program			

Total # of Instructional Minutes: 5hr. 55min.

Minimum Day Schedule: Friday

	# of Instructional Minutes	Friday
7:30am – 7:50am	n/a	Breakfast Campus Assistants supervise students in Breakfast area

7:30am – 7:50am	n/a	Aides supervise student's arrival (walkers, carpools and bus riders)
7:50am – 8:00am	n/a	Students Line-Up for Class
8:00am – 8:30am	30min.	Morning Business AR Quizzing
8:30am – 10:05am	1hr. 35min.	English Language Arts → CKLA: Domain and Skills Unit
10:05am – 10:50am	n/a	Lunch
10:50am – 11:15am	25min.	English Language Arts → CKLA: Domain and Skills Unit (con't)
11:15am – 11:45pm	30min.	Math → Eureka Math
11:45am – 12:30pm	45min.	ELD Rotations AR Testing Small Group Rotations
12:30pm – 12:35pm	5min.	Closing Business/Pack Up
12:35pm	n/a	Dismissal
12:35pm – 6:00pm	n/a	After School Program

Total # of Instructional Minutes: 3hr. 50min.

3rd Grade Sample Daily Schedule

Regular Day Schedule: Monday – Thursday

	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday
7:30am – 7:50am	n/a	Breakfast Campus Assistants	supervise students i	n Breakfast area	
7:30am – 7:50am	n/a	Aides supervise student's arrival (walkers, carpools and bus riders)			
7:50am – 8:00am	n/a	Students Line-Up for Class Teachers meet students on yard, participate in flag salute and lead students to class			
8:00am – 8:20am	20min.	Morning Business Warm Up Activities			
8:20am – 10:20am	2hr.	Math → Eureka Math			
10:20am – 10:40am	n/a	Morning Recess			

10:40am – 12:10pm	1hr. 30min.	English Language A	Arts → Expeditiona	ry Learning	
12:10pm – 1:00pm	50min.	ELD Rotations AR Testing Small Group Rotations			
1:00pm – 1:45pm	n/a	Lunch			
1:45pm – 1:55pm	10 min.	Accelerated Reader Quizzing			
1:55pm – 2:55pm	1hr.	Science	Social Studies	Health	2:00 – 3:00pm Physical Education
2:55pm – 3:00pm	5min.	Closing Business/Pack Up			
3:00pm	n/a	Dismissal			
3:00pm - 6:00pm	n/a	After School Program			

Total # of Instructional Minutes: 5hr. 55min.

Minimum Day Schedule: Friday

	# of Instructional Minutes	Friday
7:30am – 7:50am	n/a	Breakfast Campus Assistants supervise students in Breakfast area
7:30am – 7:50am	n/a	Aides supervise student's arrival (walkers, carpools and bus riders)
7:50am – 8:00am	n/a	Students Line-Up for Class
8:00am – 8:15am	15min.	Morning Business
8:15am – 9:15am	1hr.	Math → Eureka Math
9:15am – 10:15am	50min.	English Language Arts → Expeditionary Learning
10:15am – 11:00pm	45min.	ELD Rotations AR Testing Small Group Rotations
11:00am – 11:45am	n/a	Lunch
11:45am – 12:30am	45min.	Social Studies
12:30pm – 12:35pm	5min.	Closing Business/Pack Up
12:35pm	n/a	Dismissal

12:35pm – 6:00pm	n/a	After School Program
0.000111		

Total # of Instructional Minutes: 3hr. 50min.

4th Grade Sample Daily Schedule

Regular Day Schedule: Monday – Thursday

	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday
7:30am – 7:50am	n/a	Breakfast Campus Assistants	supervise students i	n Breakfast area	
7:30am – 7:50am	n/a	Aides supervise stu	dent's arrival (walke	rs, carpools and bus	riders)
7:50am – 8:00am	n/a	Students Line-Up for Teachers meet stud class		ipate in flag salute aı	nd lead students to
8:00am – 8:20am	20min.	Morning Business Warm Up Activities	;		
8:20am – 10:45am	2hr. 25min.	Math → Eureka Math		8:20 – 9:45am Eureka Math 9:45 – 10:45am Art	
10:45am – 11:05am	n/a	Morning Recess			
11:05am – 12:20pm	1hr. 15min.	English Language Arts → Expeditionary Learning			
12:20pm – 1:05pm	45min.	ELD Rotations Writing Workshop/	Small Group Rotatio	ns	
1:05pm – 1:50pm	n/a	Lunch			
1:50pm – 2:00pm	10 min.	Read Aloud/Accele	Read Aloud/Accelerated Reader Quizzing		
2:00pm – 2:55pm	55min.	2:00 – 3:00pm Physical Education	Social Studies	Science	Health
2:55pm – 3:00pm	5min.	Closing Business/Pack Up			
3:00pm	n/a	Dismissal			
3:00pm - 6:00pm	n/a	After School Program			

Total # of Instructional Minutes: 5hr. 55min.

Minimum Day Schedule: Friday

	# of Instructional Minutes	Friday	
7:30am –	n/a	Breakfast	
7:50am	11/ U	Campus Assistants supervise students in Breakfast area	
7:30am –	n/a	Aides supervise student's arrival (walkers, carpools and bus riders)	
7:50am	TI) U	Aides supervise student s arrival (walkers, carpools and bus nders)	
7:50am –	n/a	Students Line-Up for Class	
8:00am	TI) U	Students Line-op for Class	
8:00am –	15min.	Morning Business	
8:15am	13111111.	Worthing Dusiness	
8:15am –	1hr.	Math → Fureka Math	
9:15am	1111.	Watti / Luicka Watti	
9:15am –	1hr. 55min.	English Language Arts → Expeditionary Learning	
10:20am	1111. 55111111.	Linguish Language Arts 7 Expeditionary Learning	
10:20am –	45min.	ELD Rotations	
11:05pm	45111111.	Writing Workshop/Small Group Rotations	
11:05am –	n/a	Lunch	
11:50am	TI) U	Lunch	
11:50am –	40min.	Math → Eureka Math	
12:30am	40111111.	Watti 7 Edicka Watti	
12:30pm –	5min.	Closing Business/Pack Up	
12:35pm	Jilili.	Closing businessyr ack op	
12:35pm	n/a	Dismissal	
12:35pm – 6:00pm	n/a	After School Program	

Total # of Instructional Minutes: 3hr. 50min.

5th Grade Sample Daily Schedule

Regular Day Schedule: Monday – Thursday

	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday
7:30am – 7:50am	n/a	Breakfast Campus Assistants	supervise students ir	n Breakfast area	
7:30am – 7:50am	n/a	Teachers' Aides sur (walkers, carpools a	pervise student's arri and bus riders)	val	
7:50am – 8:00am	n/a	Students Line-Up for Teachers meet stud class	or Class dents on yard, partici	pate in flag salute a	nd lead students to
8:00am – 8:15am	15min.	Warm Up Activities/ Morning Business			
8:15am – 8:50am	35min	Math → Eureka Math			
8:50am – 9:20am	30min.	RSP/Centers			

9:20am – 10:00am	40min.	Math → Eureka Math (con't)			
10:00am – 10:45am	45min.		English Language Arts → Expeditionary Learning ELD/Small Group Rotations		
10:45am – 11:05am	n/a	Morning Recess	Morning Recess		
11:05am – 11:40am	35min.	RSP/ Accelerated F	RSP/ Accelerated Reader Quizzing		
11:40am – 1:05pm	1hr. 25min.	11:40am− 12:05pm English Language Arts → Expeditionary Learning and Writing Expeditionary Learning 12:05pm −1:05pm Art			12:05pm Expeditionary Learning
1:05pm – 1:50pm	n/a	Lunch			
1:50pm – 2:55pm	1hr. 5min.	Social Studies	Computers/ Technology	Science	Science
2:55pm – 3:00pm	5min.	Closing Business/Pack Up			
3:00pm	n/a	Dismissal			
3:00pm - 6:00pm	n/a	After School Program			

Total # of Instructional Minutes: 5hr. 55min.

Minimum Day Schedule: Friday

	# of Instructional Minutes	Friday	
7:30am –	n/a	Breakfast	
7:50am	nyu	Campus Assistants supervise students in Breakfast area	
7:30am –	n/a	Teachers' Aides supervise student's arrival	
7:50am	nyu	(walkers, carpools and bus riders)	
7:50am –	n/a	Students Line-Up for Class	
8:00am	nyu	Students Line-op for class	
8:00am –	1hr.	Physical Education	
9:00am	11111.	Physical Education	
9:00am –	10min.	Morning Business	
9:10am	10111111.	Worthing Business	
9:10am –	1hr.	Math → Eureka Math	
10:10am	1111.	IVIALIT > EUTERA IVIALIT	
10:10am –	55min.	English Language Arts → Expeditionary Learning	
11:05am	JJIIIII.	English Language Arts / Expeditionary Learning	
11:05am –	n/a	Lunch	
11:50am	n/u	Luncii	
11:50am –	40min.	English Language Arts → Expeditionary Learning	
12:30pm	40111111.	ELD/Small Group Rotations	

12:30pm – 12:35pm	5min.	Closing Business/Pack Up
12:35pm	n/a	Dismissal
12:35pm – 6:00pm	n/a	After School Program

Total # of Instructional Minutes: 3hr. 50min.

C. INSTRUCTIONAL DAYS AND MINUTES

Center for Advanced Learning complies with Education Code Section 47612.5 in regard to the required number of minutes of instruction.

													Number
			Number		Number		Number		Number				of Instr.
			of Instr.		of Instr.		of Instr.		of Instr.				Minutes
		Number	Minutes	Number of	Minutes	Number	Minutes		Minutes		Minutes	Total	Above/
		of	Per	Early	Per Early	of	Per	Number	Per	Total	Req'd Per	Number of	Below
	Grades	Regular	Regular	Dismissal	Dismissa	Minimum	Minimum	of [Other]	[Other]	Number of	State	Instr.	State
Grades	Offered	Days	Day	Days	l Day	Days	Day	Days	Day	Instr. Days	Law	Minutes	Req't.
TK/K	Yes	137	355	0	230	43	230	0	0	180	36,000	58,525	22,525
1	Yes	137	355	0	230	43	230	0	0	180	50,400	58,525	8,125
2	Yes	137	355	0	230	43	230	0	0	180	50,400	58,525	8,125
3	Yes	137	355	0	230	43	230	0	0	180	50,400	58,525	8,125
4	Yes	137	355	0	230	43	230	0	0	180	54,000	58,525	4,525
5	Yes	137	355	0	230	43	230	0	0	180	54,000	58,525	4,525
6	No												
7	No												
8	No												
9	No												
10	No												
11	No												
12	No												

D. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.- NA

PROFESSIONAL DEVELOPMENT

A. TEACHER RECRUITMENT

CAL recruits qualified teachers with preference for those who have SDAIE training, B/CLAD credentials and experience in working with a significant EL population like ours. CAL will continue to advertise openings at local university training programs that specialize in producing high quality teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine,

Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. We also advertise on EdJoin and CCSA's placement service.

In order to ensure that candidates are qualified, CAL's teacher application package includes an "ESSA Teacher Requirements: Certificate of Compliance" form that applicants must complete. Our Human Resources Department verifies teachers' backgrounds and credentials.

Applicants are scored on a variety of measures, including demonstrated student achievement with CAL's target student population. Bilingual teachers qualify for additional points on our applicant scoring rubric. Qualifying candidates are invited for interviews with the Leadership Team (Executive Director, Principal, Operations Director and Teacher Leader), where further scoring will be completed. Candidates must express unconditional support and commitment to CAL's mission and Baldrige-based program in the interviews. Top scorers are asked to teach demonstration classes for observation by the Leadership Team members. These observations also are scored. Top scoring candidates are sent invitations to join the CAL faculty at the end of the process and, if they accept the invitations, are provided with an orientation and given employment agreements.

B. PROFESSIONAL DEVELOPMENT

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. CAL encourages educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

Our professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. At the end of each school year, a cohort of teachers – one from each grade level, along with the Resource Specialist, spend a full month in a professional learning opportunity, designed for teachers to build rapport and collaboration, and also serves as a time to reflect upon old practices and build new ones. The teachers involved in this professional learning series also collaborate to deliver professional development to the rest of the staff during the first week back on campus. Following are trainings this group has participated in and will continue participating in as we continue forward.

- LACOE trainings focused on SBAC, ELD, NGSS, and Data Analysis
- Publisher-led trainings
- GATE trainings offered by University of Southern California

A week-long staff development session before the start of each school year provides staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics include, but are not limited to, Baldrige in Education, CAL's Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development results in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Throughout the school year, teachers have opportunities to plan in grade levels every week. Over the past three years, we have implemented weekly grade level meetings for teachers. The meetings are one-hour and topics are predetermined. Grade level teams, in collaboration with the principal and resource specialist teacher create weekly agendas. The predetermined cycle of topics include ELA, Writing, ELD, Math, NGSS, Differentiation, GATE and Data Analysis.

Other learning opportunities include weekly meetings on Friday's from 1:00-300pm. At these meetings we cover school business in the first hour. This ranges from security training and emergency preparedness trainings to trainings on systems used at the school such as BrainPop, Renaissance Learning, etc. The second hour focuses on curriculum development, backward planning, data analysis, etc. This is done both in grade level and whole group format, depending on the topics.

Teachers and other school staff visit other high quality charter schools and schools using best practices as part of professional development.

For 2017-18, we anticipate that Professional Development will include the following (along with additional topics that may be identified based on student test data, teacher performance evaluations, and the annual LCAP process).

2017 -2018 Professional Development Training Schedule

Date	Professional Development Topic
8/2017	Blood Borne Pathogens, Sexual Harassment and Child Abuse Training Emergency Preparedness; Lockdown Procedures; Health and Safety Policies and Procedures
8/2017	SBAC Data Analysis
8/2017	ELA curriculum implementation; strategies for developing strong readers and writers; Accelerated Reader and Brain Pop Training
8/2017	GATE strategies; IEPs and accommodations; ADD/ADHD training; SST Referrals; EL Strategies and CELDT training
8/2017	Setting Limits School Wide Discipline Training
8/2017	Using Baldridge Criteria and Marzano's Dimensions of Learning in the classroom; goals setting and assessment
8/2017	Grade Level Planning: Writing Assessment/Instruction Backward Planning, NGSS Planning
9/2017	Technology in the Classroom; Using Data to Drive Instruction

10/2017	Technology in the Classroom; Using Data to Drive Instruction
10/2017	Cross Grade Level Planning Eureka Math
11/2017	Cross Grade Level Planning Grades TK-2: CKLA
·	Grades 3-5: Expeditionary Learning
11/2017	Interventions and Differentiation for students with special needs
12/2017	Cross Grade Level Planning: Writing
12/2017	Cross Grade Level Planning: Next Generation Science Standards
3/2018	Data Review; Interventions and Differentiation for students with special needs

CAL requires that all certificated employees prepare their own Individual Professional Development Plans. At a minimum, the Plan should address individual needs to improve practice and balance those needs with the needs of the students and the school. The plan should include: Goals, Objectives, Relevance, Steps/Strategies, a time frame for each step, evaluation of steps and documentation. All Plans are developed with and monitored by grade level teams collaboratively, based on data. The mentor teacher meets with the Principal on a weekly basis to discuss Plan development and the progress of each teacher in developing his/her skills and teaching practice.

Friday early release time also is used for horizontal and vertical articulation within Communities of Practice. Grade level teams set goals with action plans and evidence. Discussion and goal setting occur at the beginning of the year with review at the end of the year. This reflection and monitoring also is a part of staff members' evaluations. While students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data.

MEETING THE NEEDS OF ALL STUDENTS

CAL has a collaborative Student Success Team (SST) practice which includes our Administrator, parents, teachers and Special Education staff. These teams work collaboratively to discuss student needs, collect data, provide interventions, and provide specialized assessment (as needed) in order to identify and find students with special needs on our campus.

CAL has one full-time, credentialed Resource Specialist teacher and one full-time Teaching Aide that work together to meet our students' individualized needs in a variety of innovative ways. We primarily follow the "Push-In" model of delivering services. This model allows students with special needs – including those with IEPs – to remain fully integrated in the general education environment, while also receiving specialized services to meet their individual goals. In order to facilitate this model, the special education teacher meets weekly with general education grade level partners and Administration in order to discuss curriculum and differentiation of instruction to best meet all students' needs. Special

Education staff from CAL and as needed, outside experts, also provides professional development to general education teachers and staff regarding Special Education topics. For example: Writing Present Levels, Implementation of Accommodations/Modifications, Behavior Management Strategies, SST and 504 Plans, as well as meeting the needs of students with ADHD like behaviors.

In addition, Individualized Success Plans and Student Assessment Binders are tools for intervention and challenging students. Individual Success Plans are developed for students on an as needed basis, and are determined by recommendations made at Student Success Team Meetings and Parent Conferences. Student Assessment Binders are kept for each student. They serve as student portfolios to show student work and progress. The binders are shared with parents upon request, but are used specifically to allow students to track their own progress and is shared with parents at parent conference meetings held twice a year. The Student Assessment Binders are also done by the Resource Specialist Teacher and Intervention teacher for students that participate in these programs. Students routinely develop action plans to meet their ISPs.

A. ENGLISH LEARNERS

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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.

CAL is committed to serving the needs of our significant EL population and developing students' English proficiency effectively so that students can be reclassified in a timely manner. CAL is adopting and implementing the LAUSD English Learner Master Plan.

a. Process for Identifying ELs

CAL serves EL students in accordance with all applicable state and Federal laws and regulations. A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. A student who lists a language other than English on any of the questions of the HLS will be identified as an English Learner initially, until their actual language proficiency is determined through the appropriate assessments.

Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency Assessments for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor's directions and 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 CELDT/ELPAC test, according to the guidelines set forth in the student's IEP. CAL notifies parents of the school's responsibility to conduct CELDT/ELPAC testing and informs parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

We monitor all EL students based on the current California ELD standards levels:

- 1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
- 2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
- 3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
- 4. **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
- 5. **ELD 5: Advanced**: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the

content areas.

Parents are notified of their child's CELDT/ELPAC scores each year, as well as when a student is being considered for Reclassification and again when the student is officially reclassified.

b. Educational Program for English Language Acquisition

Each day, students have dedicated English Language Development (ELD) instruction in small groups based on their ELD levels. Teachers use this designated ELD time to focus on ELD standards and support students by introducing new content and emphasizing vocabulary development across all subject areas. Teachers focus on oral language development, including vocabulary, reading and writing skills. During this time, EL students build conversational practices, grammar, and vocabulary necessary for success in all academic tasks. Teachers target skills gaps and specific language learning needs.

Lessons are front-loaded for EL students who place at Level 2 or below in small groups using ELD strategies. Our ELA curriculum includes support for front-loading and other differentiation strategies. The teacher will do the front-loading while other students are working on independent activities. Front-loading strategies may include:

- Previewing in the home language
- Visual aids
- Graphic organizers
- Vocabulary previews; the teacher or an aide explain new or difficult vocabulary.

We use the Avenues curriculum to offer ELs a language-rich environment. Avenues uses grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student's progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by on-going authentic assessment utilizing performance rubrics and results from Hampton-Brown Avenues e-Assessments, which provide near immediate feedback and are administered 4 times annually.

Support for our youngest English Learners who are learning to read is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, teachers utilize Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE). SDAIE includes the following practices to support EL students in accessing content:⁴

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

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⁴ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

Teachers also receive professional development regarding the following strategies for working effectively with students who are English Learners:

Modified speech

- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

Contextual clues

- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

Multisensory experiences

- realia, props and manipulatives
- audio-visual materials
- hands on activities and demonstrations
- overhead transparencies and similar projection technologies

Comprehensible input

- graphic organizers (maps, charts, graphs)
- word banks with picture clue
- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

Frequent comprehension checks

- questions asked about details
- eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

Formative assessment

- confirmation checks
- clarification requests

- repetitions
- expansions
- variety of question types

Summative assessment

- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information

Appropriate lesson design

- student fluency level is reflected
- evidence of scaffolding
- listening and speaking activities precede reading and writing activities
- reading assignments include pre-reading, during reading, post-reading activities
- writing activities preceded by pre-writing
- use of cooperative learning groups
- accessing prior knowledge
- appropriate pacing
- modeling of activities
- specific learning strategies or study skills are taught and modeled
- text adaptation
- emphasis on higher order critical thinking skills
- provision of native language support when possible
- extension/debriefing activities included

Content-driven

- rigorous core curriculum (not watered down)
- key topics organized around main themes
- topics appropriate to grade level

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide - Students are given a series of statements that relate to concepts they will be studying in the unit. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility

for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on the topic. Graphic organizers used might include Compare/Contrast Matrices, Cause and Effect Charts and Flow Charts.

Reciprocal Teaching - Two students work together to read a passage. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the text. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher. Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.

Quotes – Students identify quotes from a fictional text related to the unit that they feel exemplify important aspects of the topic. They create a chart listing the quote and a feeling they feel the quote illustrates.

c. How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC to Support and Accelerate Student Progress

The CELDT is aligned to the 1999 ELD Standards and will be replaced by the ELPAC, which is aligned to the revised CA ELD standards. Until the ELPAC system is fully operational, CAL will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

EL instruction at CAL is based on the "best practices" in working with similar populations of students and is based on the CA ELD Standards. Students are expected to advance at least 1 ELD level annually, or

the equivalent ELPAC Proficiency Level Descriptor, as measured by the CELDT/ELPAC. Additionally, teachers of ELs assess student progress towards attainment of the standards using standards-based data portfolios.

CAL ensures that teachers are qualified to meet the needs of our EL students, including BCLAD or CLAD credentials and experience in working with ELs and SDAIE strategies. We provide extensive professional development and support to teachers in working with EL students and monitoring their progress.

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

d. <u>Provide Proficiency Levels with Meaningful Access For English Learners, Including Instructional Strategies And Intervention</u>

See section (b) above. All students are grouped in mainstream classrooms that implement ELD and SDAIE strategies. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.

ELD and SDAIE methods are used regularly by classroom teachers throughout the school day. In addition, extra language support is given in small group intervention groups during the school day, before school, and after school.

e. Process For Annual Evaluation Of The School's English Learner Program

Teachers review EL data from formative and summative assessments to regularly evaluate student progress and modify instructional practices to better serve each EL student. Each EL student has a specific data portfolio used by teachers to monitor individual progress at their targeted ELD level. Teachers collect student work samples and check of mastery towards ELD and ELA standards. Portfolios are submitted for review at least twice a year. In addition to ELD portfolios, data documenting students' EL status, parental notifications to date, academic progress to date, and final reclassification decisions is also kept in students' cumulative files along with CELDT/ELPAC scores. Teachers review this master folder for each EL student early in the fall semester in order to provide teachers with most accurate reflection of their student's progress to date.

CAL's English Learner Advisory Committee (ELAC) works with the Administration to help review data on EL progress and reclassification rates and make recommendations on specific programs and interventions, along with resource allocations, all in turn reviewed by the Board of Directors at least once annually. The Board also reviews CAL's reclassification rates and assessment data to determine if EL students are making appropriate progress and whether any changes to the curriculum or instructional strategies may be warranted.

f. Process And Specific Criteria For Reclassification

CAL follows the LAUSD Master Plan and follows the process of reclassifying English Learners, according to the LAUSD guidelines as stated below:

California Education Code Section 313[f] identifies four required criteria for reclassification, but also allows for other measures to be included. The four required criteria are:

- Assessment of language proficiency, using an objective assessment instrument, including but
 not limited to, the state test of English language development (an overall performance level of 4
 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking on the CELDT or
 comparable scores on the ELPAC)
- Teacher evaluation, including but not limited to, a review of the student's curriculum mastery (The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report Card marks of 3 or 4 in ELA in Reading, Writing, Listening, and Speaking)
- Parent opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of
 performance in basic skills based on the performance of English proficient students of the same
 age (The student has demonstrated basic grade-level skills in English on DIBELS Next
 Assessment-achieving Benchmark scores on all measures).

In the event that an EL in grades 2 through 5 meets the CELDT/ELPAC and basic skills criteria, but does not meet the ELA grade criterion, the student must be referred CAL's Language Appraisal Team (LAT) to determine whether to recommend reclassification or instruction/intervention supports based on an analysis of other data that might indicate grade level proficiency in English. The following measures may be considered:

- CAL adopted standards-based ELA assessments
- End of unit assessments and/or other standards-based assessments
- Authentic student work samples, such as scored writing samples with rubric attached

If, after careful consideration of data measures, the LAT recommends reclassification, the EL Coordinator completes the CAL Reclassification Recommendation Form. In addition, include the required documentation:

- Official copies of student Report Card Marks,
- Individual student Basic Skills report, and
- Individual student CELDT scores

g. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

CAL's EL Coordinator and Principal will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA). ELs and RFEPs are monitored on an ongoing basis by the classroom teachers, through the implementation of the school wide ELD program and its embedded assessments and through ongoing classroom observations and the collection of anecdotal data. As needed, ELs and RFEPs are provided additional intervention and supports as detailed throughout this petition. This comprehensive progress monitoring system ensures that both English Learners and Reclassified students are on track for academic success.

h. Process for monitoring progress and supports for Long Term English Learners (LTELs)

The EL Coordinator also has responsibility for monitoring LTELs and working to determine why a student has not acquired English at an expected rate and setting a course of action to support the student in developing proficiency in English. Teachers design LTEL instruction for explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language. Teachers design lessons around carefully structured language objectives that integrate subject matter content. Lessons focus on content-related reading and writing skills and include carefully planned activities that encourage students to actively use language, with an emphasis on meaning-making and engaging with the academic content. Teachers also provide LTEL students with daily structured opportunities and support to share their responses, collaborate with peers, and present ideas. CAL will make students and their parents/guardians aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as benefits to reclassification and ways to address to reclassification.

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

During the process of targeted and frequent formative assessment data (three times annually), past and current state test data and a variety of other local assessments, CAL identifies students who are achieving above grade level. Students at CAL are identified as GATE using assessments recommended by LAUSD for each qualifying category (Academic Achievement, Creative Ability, Leadership Ability and Specific Ability), including formal assessments (e.g., OLSAT), teacher observation, past grades and student work samples.

To address the needs of students performing at the Met/Exceeded levels on the CAASPP we focus on creating differentiated instruction, additional enrichment activities and resources to serve these advanced students. Flexible Grouping, Concept-focused and principle-driven instruction, interest centers, use of computer programs and product criteria negotiated jointly by student and teacher are all used to provide extra challenge. The goal is to plan and deliver lessons providing these students with adequate opportunities to learn and practice the necessary standards-based skills and knowledge at a higher level.

Steps to be taken in implementing the standards for advanced students will include:

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels. These assessments will be administered four times annually in tandem with schoolwide benchmarks.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide all students with adequate opportunities to learn and practice the necessary skills or knowledge.
- Examining student work to plan further instruction or individual support, as needed and using variety of assessments to grade the work.

C. STUDENTS ACHIEVING BELOW GRADE LEVEL

Fundamental to our approach to academically low achieving students are the Baldrige systems used in the classrooms. Academically low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their data notebooks. This process has proven especially effective in supporting Special Education students and with low achieving students.

After enrollment and four times annually, all students are assessed using Study Island and local benchmark assessments. Students academically at risk of falling behind are provided with targeted, structured, and systemic intervention to address areas of weaknesses. We focus on rigorous early intervention in the TK-1 grade levels and on ELD instruction.

Equal access for academically low achieving students is ensured through:

- Supplementary hourly instruction offered to students at risk of retention from 3:00 to 6:00
 each day (the ASES program). The program is closely coordinated with the regular day
 certificated teacher. The afterschool program is conducted by program leaders and
 instructional aides, or other assistants, including community volunteers.
- Creating an environment responsive to different learners.
- Differentiating the curriculum to meet each learner's needs through such Baldrige supported strategies as: Cooperative Grouping, Setting Objectives and Providing Feedback, also Questioning, cues and Advance Organizers.
- Curriculum topics that are relevant to students' lives; students will be encouraged to make ideas personally meaningful.
- A continuous process of pedagogical reflection undertaken to find solutions to helping struggling students meet the most challenging standards.
- Formal and informal assessment of each learner's knowledge, understanding, and interest
 throughout each unit of instruction. Individual learner needs are frequently assessed using a
 variety of measures such as school designed tests and performance assignments, statemandated standardized tests, curriculum publisher assessments, teacher assignments,
 portfolios, Study Island, etc. Students record their assessment results in their data
 notebooks and create action plans to meet their learning goals.

D. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

The community CAL serves was chosen because of its vast cultural identity and significant needs in the community, including a significant number of residents who face economic hardships. As noted above, 94% of our current students qualify for free or reduced price lunch. In accordance with the practices inherent in the Baldrige in Education system, part of our work includes training and properly equipping parents to become involved in their child's educational experience. Parents are trained through PIQUE (Parent Institute for Quality Education) to:

- Be aware of their child's goals and follow their progress
- Provide feedback to the Charter School
- Provide an environment at home that is conducive to their child learning and studying
- Communicate with the teacher on classroom issues
- Assist their child in goal setting and monitoring for progress

All staff and faculty are trained to recognize the signs of extreme poverty; the Principal, SpEd Coordinator and Parent Coordinator all help support students and their families with referrals to community service agencies and other supports. CAL has partnerships with community organizations, including our local City Councilperson's office, that help provide school supplies, Toy Drives, Food Drives and more for our families. CAL offers annual vision and hearing screenings for all students, and provides referral vouches for dental and vision clinics in the neighborhood for any students in need. CAL also provides parents with information about local Health Fairs and community education events in the areas of health and nutrition, mental health, immigration services, community services available and more. We ensure students' basic nutritional needs are met through a healthy breakfast, snack and lunch program. A free after-school program ensures working parents have appropriate child care coverage.

As with all subgroups, CAL teachers and the Principal track the performance of this subgroup formative and summative assessments to measure their progress, with interventions and support, as well as targeted professional development for teachers, provided as needed.

Perhaps most critically, CAL offers a warm, safe, small school setting in which each child is individually known by several caring adults.

E. STUDENTS WITH DISABILITIES

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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

F. STUDENTS IN OTHER SUBGROUPS

As mentioned above, our school serves some high-need/underserved children and families, including those who may be in foster care, homeless or experiencing housing instability, or have other special needs. Based on initial self-identification (Enrollment forms), teacher and staff observation and referrals, CAL works to support these students within the context of our schoolwide programs for intervention and support detailed above. The School Counselor, as provided by a contracted agency (based on referrals from the SpEd Coordinator or Principal), works with students who have significant needs by offering counseling as needed, and support for families include referrals to outside agencies for services and support.

A TYPICAL DAY

A. DESCRIPTION OF A TYPICAL DAY

The following is an example of a typical day of a Miguel, a 3rd grade English Learner at Center for Advanced Learning:

7:25 a.m. Miguel's mom walks him to school and waits on the sidewalk near the pedestrian gate on 40th Pl. He, along with the other students and their parents, are greeted by Mrs. Hodge, a campus aid, with a warm smile and welcoming "Good Morning" as she unlocks the gate.

7:30 a.m. Miguel and the other students quickly make their way to their line up areas to drop off their backpacks. The cafeteria is open when they enter the campus as well where a warm and healthy breakfast is being served. Miguel and his friends rush to get their breakfast because it is Tuesday. They know that on Tuesdays and Thursdays are dance days. Miguel sits with his friends and quickly eats his breakfast.

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7:40 Having finished his breakfast Miguel realizes that he still has a few minutes before Dance Time begins, so he eagerly makes his way to the playground to take part in his favorite games "four square" and "1, 2, 3, Scramble".

7:45 a.m. After playing for a while they notice that Mrs. Caro is setting up the sound system to prepare for everyone's favorite part of morning, Dance Time! She calls for the students to line up and with that, a palpable feeling if joy takes over the entire campus. The students, led by Mrs. Caro, stretch and then begin a high impact dance routine designed to get their bodies moving and prepare their brains for the learning that will take place throughout the day.

8:05 a.m. Miguel and the other students participate in cool down activities and then are directed to follow their teachers back to their designated line up are. Miguel and his classmates gather their things and make their way into their classroom with their teacher. He enters his classroom which is brightly lite, has live plants throughout the room, and is covered with visual reminders of the topics and skills that he and his classmates have been learning. He sits down at his desk with rest of his table group and comfortably settles into his chair.

8:10 a.m. Miguel unpacks his backpack and is ready to begin working on his reading goal. He beings his independent reading. He is half way to his reading goal and wants desperately to earn enough reading points to qualify him to attend the school "Accelerated Reading Party". While he and his classmates read, his teacher dismisses table groups to put their backpacks away. After all of the backpacks have been put away Miguel's teacher notifies the students that they are all clear begin their morning jobs. Each student as a job they are responsible for and Miguel's job is feeding the class tadpoles. He loves his job because he's learning all about frogs in his science class and is fascinated by them.

8:15 a.m. While Miguel was feeding the tadpoles his classmate Jasmin, the class technology specialist, had passed out the class Chromebooks to everyone. Miguel gets really excited because he and his classmates can begin taking Accelerated Reader quizzes and use the class digital library to select more books to read. He takes a quiz on the books that he has read and tracks his progress.

8:35 a.m. It's time for Language Arts and Miguel's group is to transition to the class next door while other members of the class stay behind for the Math lesson. Miguel brings his Chromebook with him to his Language Arts class along with the books he and his classmates have been practicing "close reading" strategies with for the past few weeks. They are learning about frogs and animal adaptations. His teacher has emailed a document to the students that contains their assignment for the day. The students, using their Chromebooks, work collaboratively on a group Google Doc to answer text-dependent questions related to the book they have been reading. They must also site where they found their answers in their book. They use active listening and positive feedback strategies while participating is a learning carousel. They exchange ideas and help each other to better understand difficult concepts. Miguel's teacher operates as a facilitator in the lesson offering feedback and guidance when needed. At the end of the activity the students share what they learned and save the group assignment to their own individual folder in their Google Drive.

10:15 It's time for recess! Miguel and his Language Arts group take their things back next door and line up to recess. Their teachers leads the group down the stairs where they are greeted by their yard supervisors. During recess, the Miguel and his friends grab a quick snack (a banana) from the cafeteria area and make their way out to the benches. After eating their snack, they join the other students who are fully engaged in playground games. They play and negotiate the rules of the games with ease.

Suddenly, there is a dispute about who is out of the game and who gets to continue to play. The dispute is quickly resolved with a round of Rock, Paper, Scissors. The game continues without incident.

10:40 The freeze alarm sounds that signals the end of recess. Everyone freezes and waits for more directions. Miguel and the other 3rd graders are signaled to proceed to their line up areas where their teachers are waiting to talk them back to class.

10:45 Miguel and his groupmates proceed into their math class. When he walks in, he notices that the math manipulatives he and his classmates have been using for subtracting three digit numbers with regrouping are on each desk. Miguel listens attentively for his teachers directions. They lesson begins and he and his table partners discuss the methods they use to navigate through the series of word problems they have been assigned. They have to determine a course of action for solving each problem and explain their thinking to the other members if the group.

- 12:20 p.m. The math lesson comes to an end. Miguel puts his math materials away while the other members from his original class return to the classroom.
- 12:25 p.m. Miguel and his classmates have all been grouped by ELD levels and proceed to their ELD teacher's class. While in his ELD class Miguel works on expanding his sentences by adding adjectives.
- 12:55 p.m. Miguel returns to his class and prepares for lunch
- 1:00 p.m. His teacher walks the class down to the cafeteria area where he is served a hot lunch and a carton of ice cold milk. He eats lunch with his friends, disposes of his trash and makes his way to the playground for some afternoon play.
- 1:45 p.m. Lunch recess has ended and he returns to his classroom for his social studies lesson.
- 2:50 p.m. Miguel and his classmates pack up for dismissal and straighten up their classroom. Miguel stays for the school's ASES program.
- 2:58 p.m. He walks to his assigned room for ASES where he participates in enrichment activities until his mom returns to pick him up at 6 p.m.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, The Requirements Of California Education Code § 47605(b)(5)(A)(ii).

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, The Requirements Of California Education Code § 47605(b)(5)(A)(ii).

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Teachers closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. Ultimately, students are responsible for their own progress. All students are required to maintain data portfolios containing their achievement and progress graphs for all core subjects. Student acceptance of responsibility is one of our core values (see Element 1).

Students are first assessed upon matriculation across all content areas, using Study Island, publisher assessments, DIBELs and the CELDT/ELPAC (for English Learners). They then take weekly Study Island assessments to monitor student progress. Additionally, four benchmark assessments are given annually to further monitor progress and assist in targeted instruction. At the end of the school year, students in grades 3-5 take the CAASPP and 5th graders take the CST in Science.

At Center for Advanced Learning, students will be assessed on their mastery of California State Standards in a variety of formats. These include the following:

- Traditional Classroom Assessments: unit level standards-based benchmark performance assessments (administered every 40 days) and formal and informal classroom assessments (tests, projects, worksheets, presentations, personal communication, surveys, anecdotal records).
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.
- Independent & Group Research Projects: These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- State Required Tests. All state required tests will be administered and closely analyzed.
- Other Standardized Tests (Scott Foresman Math, CELDT/ELPAC, writing assessments, etc.) are administered as well as four yearly standards-based Benchmark performance assessments provided by Action Learning Systems
- Oral & Written Presentations: Speeches, position papers, essays, etc.

CAL believes that students develop more quickly and fully when they are held accountable for both performance and conduct. Students will track their own learning progress by recording the results of the formative assessments in their own Data Notebooks. Classes will track classroom progress by posting graphs summarizing class-wide assessment results.

In addition, teachers are responsible for student progress, and their annual evaluation will include an examination of the student outcomes of their classes as measured by standardized tests. The Principal is also held accountable for student progress and the Principal's evaluation includes a significant student outcomes component based on assessment results. Weekly, each grade level team will meet with the Principal for one-half hour to analyze classroom data. Grade level teams will assemble monthly Data Notebooks showing their classes' progress on a variety of measurements, including formative assessments, class enthusiasm for learning, attendance, and other items. The Principal will review these Data Notebooks with the grade level teams.

Parents are involved in student progress through monthly learning progress reports sent home with students, incorporation of parent help in student's action plans, and participation in biannual Student Led Conferences.

DATA ANALYSIS AND REPORTING

As noted throughout Element 1, to ensure our educational programs serve the Charter School's guiding principles and vision, "process" data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach, and to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well CAL is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, and design programs to inform stakeholders of the school's goals and pedagogic approach.

As detailed above in the section on Data-Driven Instruction, CAL relies on the measurement and analysis of performance to manage its operations. Several types of data and information are used for CAL's performance management. Performance measurement focuses on student learning and features a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurements.

Measurement areas include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Data is aggregated and disaggregated by demographics, teacher, grade level and more.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision-making, and improvement. At CAL, analysis entails using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis supports a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, change management, and comparing CAL's performance with similar schools or with "best practices" benchmarks.

A major consideration in CAL performance improvement and change management involves the selection and use of performance measures and indicators. The measures and indicators CAL employs represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators tied to student, stakeholder, and organizational performance requirements represent a clear basis for aligning all processes with CAL's goals. Through the analysis of data from its tracking processes, CAL's measures and indicators themselves will be evaluated and changed to better support CAL's goals.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

CAL's grading policy is based on demonstration of mastery of CCSS. Grades include student performance on in-class work, homework, assessments, and other components. Students receive formal report cards at the end of every term.

Center for Advanced Learning Grading Scale

Grade	Description	Percentage Scale
5	Advanced	100% - 90%
4	Proficient	89% - 80%
3	Basic	79% - 70%
2	Below Basic	69% - 60%
1	Far Below Basic	59% - 0%

In some cases, despite the various interventions and extra supports detailed in Element 1, if a student is still far below basic he/she may be recommended for retention. Parents are informed through SST meetings and in written reports of student progress and the possibility of retention by the end of the second trimester (March). The final descision for retention is made by parents. If parents decline retention, the student continues to be provided with interventions and support as they move forward.

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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

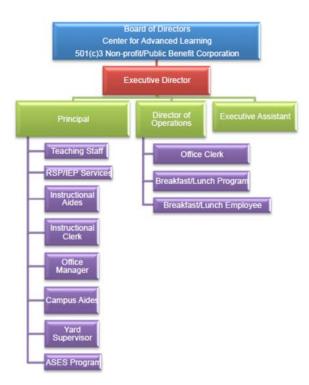
Center for Advanced Learning is a direct-funded independent charter school operated by Center for Advanced Learning, a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS.

GOVERNANCE STRUCTURE

CAL is operated autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Center for Advanced Learning governs the Charter School, in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

A. ORGANIZATIONAL CHART



a. Major roles and responsibilities

The CAL governing board is responsible for:

- Ensuring the Charter School operates in compliance with all applicable laws and the terms of its charter.
- Hire, supervise and evaluate the Executive Director;
- Approve contractual agreements or expenditures in excess of \$10,000;
- Approve and monitor the implementation of general policies of the Charter School;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Approve annual independent fiscal audit and performance report;
- Establish Board Committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration; and
- Participate in the dispute resolution procedure and complaint procedures when necessary.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which CAL is established. While the CAL board may delegate day-to-day charter school operations and implementation of the board-approved policies, all of these listed duties are oversight duties of the CAL Board and ultimately the responsibility of the CAL board.

The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Executive Director is responsible for:

- Oversight of the day-to-day operations of the Charter School;
- Implementation and accountability for the strategic plan and annual operating goals;
- Fundraising and advocacy;
- Recommending policy and procedure to the Board; and
- Developing the annual operating budget for Board approval in collaboration with the back-office services provider.

The Principal is responsible for the daily administrative operation of the Charter School and is accountable to the Executive Director. The Principal:

- Sets general school policies;
- Ensures operation of the Charter School in accordance with the charter and the law;
- Oversees teachers and staff, including professional development and evaluating all; and
- Providing a safe environment for learning.

More detailed job descriptions are provided in Element 5.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Under the Bylaws, the CAL governing board shall consist of at least five (5) but no more than fifteen (15) directors. Directors are as set elected by the existing Board. Currently the Board includes seven directors:

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- Mr. Garth Newberry Arraqeeb, Board President, is a Visual Arts Instructor for Rialto High School, Rialto Unified School District. He holds a Master's degree in Education Administration from Cal State University, a Bachelor of Science in Transportation Design from Art Center College of Design. He was elected to the California Teachers Association and National Education Association in 2006, and past work experience includes numerous production design jobs and Product Development Coordinator for Prototype Vehicles.
- Dr. Regina Grimes is a tax accountant with more than 26 years of experience in preparing individual and corporate returns. She is also a licensed real estate broker, licensed life insurance and securities professional (series 6 and 63), and a Notary. She has a Doctorate in Business Administration from Argosy University an M.B.A. from the University of Phoenix, and a B.A. from Hunter College. She is an active community volunteer.
- Dr. Wynona Majied-Muhammad Martinez holds both a Master's and a Ph.D. in Religion and Social Ethics from the University of Southern California, and Bachelor's in Journalism from Cal State University, Northridge. She has held a variety of positions in state and federal government, including committee Secretary for the Nevada State Senate's Commerce, Labor & Energy Committee, and has been a journalist and editor with several major publications including the Los Angeles Times, the Los Angeles Daily News and the Reno-Gazette Journal. She has volunteered extensively, including as a writing instructor for disadvantaged youth via the Posse Foundation.
- Mr. Guillermo Medina is a Human and Community Services Professional for Los Angeles County
 Department of Aging, acting as the main liaison with Los Angeles County Commission for Older
 Adults (LACCOA). He holds a Bachelor's Degree in Business Management from the University of
 Phoenix.
- Ms. Felicitas Galedary is a retired Registered Nurse and Community Organizer. She is a founding member of "La Association Latino Musulmana de America" (LALMA). Ms. Felicity has a Baccalaureate in Humanities and was a State Department assignee speaker in the Citizen Dialogue Program sponsored by the U.S. State Department.

- Ms. Faaidah Ameen is an Early Childhood Development Specialist, and Part Time Educator who
 works with youth and adults in the City of Los Angeles. She holds a Master's in Education –
 Pedagogy, from Pepperdine, and a Bachelor's in Early Childhood Education from Union Institute
 & University. She is a leader in early childhood education policy in Los Angeles.
- Mr. Donald Barnett is a U.S. Veteran and retired U.S. Postal Employee who dedicates his time to community and social issues in the Los Angeles area. He obtained a Sociology and Associates of Arts Degree from Compton College, and was a member of Parent Teacher Associations throughout LAUSD from 1972 - 1990.

The Board of Directors is composed of individuals of high moral character who are leaders in the Charter School's community and in the nation and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Directors reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission. No employee of CAL serves on the Board. Although not required, the Board will strive to create an odd number of Directors for voting purposes.

Each director serves a renewable term of three (3) years, with approximately one-third of the total number of directors then in office elected each year. Vacancies are filled by a majority vote of the Board of Directors. The selection process for new Board members shall adhere to the procedures set forth in the bylaws and Board policies and include review of candidates' curricula vitae and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Pursuant to California Education Code § 47604(b), the District may, at its discretion, appoint a representative to CAL's Board. If the District chooses to do so, CAL may appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CAL will comply with conflict of interest laws related to public entities including Government Code section 1090 and the Political Reform Act.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board meets monthly; additional meetings may be called as necessary. Meetings of the Board of Directors and standing Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and standing Board committees (those with "a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body" (Gov. Code, § 54952(b)), including the Finance Committee, hold meetings within the boundaries of LAUSD, with telephonic or video participation available within the requirements of the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School and at the entrance of the Charter School's main office, and on the Charter School's website, for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings will be included in the CAL's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting in the main office, at the primary entrance to the Charter School, and on CAL's website. Minutes of each meeting will be kept and available for review by the public.

CAL has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors receives annual training on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

A majority of the directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting and voting on any matter shall be a decision of the Board of Directors. Members of the Board of Directors may participate in teleconference meetings so long as all of the requirements in the Brown Act are complied with.

STAKEHOLDER INVOLVEMENT

Parent and teacher involvement in the governance of the school will be ensured in the following manner:

- The Site-Based Advisory Council meets monthly at the school to discuss school issues and policies with the Principal. The Site-Based Advisory Council provides input to the CAL Principal regarding operations, policies and budget priorities. The Site-Based Advisory Council reviews and provides input on policies and procedures for expulsions, curriculum and fundraising ideas for increasing performance. The Site-Based Advisory Council will include the elected president of the parent association, a representative of the staff, the Principal and such other persons as may be necessary to accomplish its tasks.
- Student-led conferences will be held at least biannually in order to facilitate communication among the parents, teachers, administration, and students; review the progress of the students; and develop any necessary interventions.
- The CAL Parent Association includes all families enrolled at CAL. Parent/guardians are
 encouraged to form committees that plan events and fundraisers, or get involved in other
 areas of interest consistent with the vision, mission, and policies of the school. Parents are
 involved in school-wide events including, but not limited to:
 - o Red Ribbon Week
 - o Hispanic Heritage Month
 - o Black History Month
 - o Read Across America
 - Accelerated Reader Celebrations
 - Perfect Attendance Field Trips
 - Thanksgiving Food Drive
 - Holiday Toy Drive
 - Scholastic Book Fair
 - o Multicultural Festival
 - Translation for meetings and conferences

CAL's Student-Parent-Community Coordinator organizes, directs, and oversees these processes and then reports the findings and concerns to the Site-Based Advisory Council.

Center for Advanced Learning staff will maintain open lines of communication at all times with parents. Beyond meeting with staff at student-led conferences, parents will be advised that teachers will be available for additional conferences as needed.

As detailed in Element 1, CAL engages all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.

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(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

The Board will select the Executive Director and the Principal who will select all other staff. Deadlines for submitting applications will be established and publicly advertised. The Executive Director and the Principal will make the final staff selections.

EMPLOYEE POSITIONS AND QUALIFICATIONS

All personnel will have objectives, knowledge, skills, and motivation and share a common belief system that supports the mission and goals of the Charter School.

Executive Director

The Executive Director is responsible for providing the operational and administrative leadership necessary to ensure the success of the school. He or she organizes, administers, and evaluates all instructional and non-instructional aspects of the school. The Executive Director is held accountable for the continuous improvement of the Charter School.

The Executive Director will:

- Develop and manage the school budget.
- Supervise all non-instructional operations involving the management of the Charter School, including Charter School funds, payroll, purchases, inventories, and operations.

- In collaboration with the principal recruit, select, and hire school staff, including school-based support staff.
- Supervise all instructional operations, including training, observation, and evaluation of instructional staff to ensure quality instruction and student achievement.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Complete and publicly present an annual school progress report to Center for Advanced
 Learning Board of Directors, Los Angeles Unified School District, and the school community.
- Provide guidance to the Board of Directors and oversee the school leadership team (Principal and Assistant Principal).
- Seek feedback on the progress of the Charter School.
- Serve as a spokesperson for the Charter School in the community and elsewhere.
- Issue reports to the Board of Directors on the progress of students in the school and on matters of school operations as requested.
- Administer the Charter School policies determined by Center for Advanced Learning Board of Directors and the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Los Angeles Unified School District Charters Schools Division and the CAL Board of Directors.

Qualifications:

- A Master's degree in education or business, a Clear California Multiple Subject Credential, and at least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

PRINCIPAL

The Principal is responsible for onsite administration of the Charter School. In collaboration with the Executive Director, he or she will provide the instructional leadership necessary to ensure the academic success of Center for Advanced Learning's students. The Principal is also the Baldrige Program Leader and will be responsible for assisting the Executive Director in the continuous improvement of the Charter School and its staff.

The Principal will:

- Build an effort-based school culture of high expectations for all students throughout the Charter School community.
- Communicate the vision that supports the Charter School's goals and articulate the Charter School's values and model those values.
- Engage the active support of parents and community members in support of the education of the students in the Charter School.

In collaboration with the Executive Director, the Principal will:

- Create an effective team of staff jointly responsible for attainment of Charter School goals and committed to achieving excellence.
- Manage the student recruitment and enrollment process.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and problem-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensure a safe and orderly environment.
- Direct the enforcement of Charter School policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the Charter School's instructional program plans.
- Administer the academic policies determined by its Board of Directors and the applicable local, state, and federal regulations.
- Set standards for student achievement.
- Ensure the implementation of the high standards and research-based curricula in all classrooms of the Charter School.
- Provide instructional leadership in advancing proven teaching and learning practices.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Address discipline issues in coordination with teachers and staff, including entering discipline information into student records.
- Train staff in elements of the Baldrige program.
- Develop a plan for achieving the Charter School's vision within the context of the Baldridge Criteria.

• Lead the Charter School's application process for progressively higher California Awards for performance Excellence and, ultimately, the Baldrige Award.

Qualifications:

- A Master's degree in education or its equivalent and at least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels,
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

ASSISTANT PRINCIPAL

Reports to: Principal

Objective: Instructional Administrator responsible for the direction of the instructional program.

Responsibilities:

- Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of all student subgroups, including Standard English Learners, English Learners, Special Education, and Gifted and Talented students.
- Provides leadership for and facilitates collaboration with all stakeholders on setting key objectives for learning; assesses progress toward meeting the objectives; develops the school's Single Plan for Student Achievement and measures the outcomes of these objectives.
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements a "Safe School Plan"; and complies with mandated child abuse reporting procedures.
- Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Learners and as appropriate for desired student outcomes.
- Provides effective professional development and training for all Instructional personnel to improve student achievement.
- Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
- Performs other duties as assigned.

Knowledge and Skills:

- Hold an Administrative Credential with at least 5 years teaching experience in an elementary school.
- Knowledge of and ability to recognize the impact of the California Education Code, Board Rules and policies and operating procedures, consent decrees, and negotiated contracts on elementary education.
- Knowledge of current elementary instructional programs and curriculum.
- Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade fifth.
- Capacity to lead, direct, and supervise teachers and staff.
- Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
- Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.
- Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.
- Knowledge of and skill in effective budgetary processes and school finance.
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.
- Ability to make formal, public presentations.
- Ability to compose and comprehend written communication.
- Ability to observe subordinates' activities.
- Ability to travel to other sites/locations.
- Mobility to traverse all areas of all work sites.
- Mobility to respond quickly in an emergency situation.
- Ability to cope with crisis situations.

TEACHER

Reports to: Principal

Objective: Significant student progress towards meeting the Charter School's academic standards.

Responsibilities:

- Design, implement, and monitor the learning experiences of each student and class.
- Work collaboratively with each other, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

Knowledge and Skills:

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.

- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

After School Education and Safety (ASES) SITE DIRECTOR

Reports to: Principal

Objective: assist students after-school with homework, literacy, math, science, themed activities and computer lab.

Responsibilities:

- Develops program curriculum and structure each academic year
- Include activities that contribute to the cognitive, social, emotional, and physical well-being and growth of each participant
- Make sure program is in compliance with state regulations
- Troubleshoot issues with staffing, participants, parents, etc.
- Secures resources for programs for unique enrichment classes
- Assist staff in embedding vision, mission & philosophy of CAL
- Supervise recruiting, interviewing, hiring, and supervising department staff and volunteers
- Coordinate training and orientation of new/existing staff and deliver regular feedback
- Conduct annual performance reflections around successes and areas of improvement
- Plan and facilitate monthly meetings and PD relating to after-school program
- Offers emotional support and guidance to staff
- Creates and monitors budget and sustainability plan
- Raises funds as necessary
- Develop/manage partnerships and build community support for program
- Oversee all state grants
- Maintain accurate records, files, and data systems for grant reporting
- Reviews and submits monthly, quarterly, and annual program reports as necessary
- Attend school and community group meetings
- Maintain relationships with intermediaries, networks, etc.
- Develop/maintain positive and effective relationships with school district personnel, government officials, community leaders, educators, school officials, community partners, foundations, and other individuals or organizations involved in youth development.

OFFICE MANAGER

Reports to: Principal

Objective: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail

Responsibilities:

- Prepares and communicates reports.
- Reads and routes incoming mail.
- Locates and attaches appropriate file to correspondence to be answered by Charter School.

- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens telephone calls, and arranges conference calls.
- Coordinates schedules and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.

Will also perform complex clerical and attendance accounting work associated with computerized period attendance record keeping system, maintain Power School Attendance Program, Summer School Attendance Roster and record all matters of attendance during the school year. Must have First Aid and CPR certification, two years' reception experience, and a valid High school diploma (or equivalent.)

Knowledge and Skills:

- High School diploma or equivalent, one or two years' related experience and/or training
- Ability to read, analyze and interpret general education periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally, the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of parents, students, teachers, Board members, supervisors, and the general public.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

PROGRAM COORDINATOR

Reports to: Principal

Objective: Plan and coordinate school events and activities for students, parents, and staff

Responsibilities:

- Plans and Coordinates and instructs art projects with all classes and teachers.
- Plans and coordinates student participation in school fundraising activities.
- Plans and coordinates with teachers and administrator the certificates and awards for perfect attendance, honor student, student of the month.
- Plans and coordinates with administrator and teachers the school annual multicultural festival.
- Purchases gifts for the student awards presentation.
- Supervises lunch area for all grade levels.
- Coordinates the Student State Test.
- Assist teachers in class room with state testing.

- Plans field trips
- Performs related duties as assigned
- Creates bell schedule, visitors forms, volunteer forms, In and out of uniform forms, school year calendar,

Knowledge and Skills:

- Plans and Coordinates and instructs art projects with all classes and teachers.
- High school diploma or equivalent
- Excellent oral/written communication skills
- Excellent customer relationship skills
- Deal courteously with employees and the public
- Must be able to lift and/or move up to 15 lbs

CAMPUS AIDE

Reports to: Principal

Objective: patrol school facilities to prevent violations of rules or safe practices

Responsibilities:

- Patrols school corridors, rest rooms, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- May direct students and others and take action, as necessary, to prevent injury to persons
 or damage to property.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, layout, or collect equipment and other materials.
- Monitor all students on campus during breakfast and lunch meals, all recesses and after school dismissal.
- Performs related duties as assigned.

Knowledge and Skills:

- High school diploma or evidence of equivalent educational proficiency
- Demonstrate knowledge of safety rules and procedures, standards of courtesy and behavior, adolescent development and problems, vocabulary and usage of common youth terms
- Operate two-way radio equipment
- Assess problems and situations and respond decisively and independently
- Establish good relations with individual students and groups

- Think clearly and logically, use good judgment, make quick decisions in emergency situations
- Manage individual engagements with a strong focus on excellence, accountability, service and support.
- Keep complete and accurate records of names, faces, and details of occurrences
- Communicate effectively orally and in writing
- Deal effectively and maintain good relations with students, school personnel, parents, police officers, and the public

SECURITY/TRAFFIC OFFICER

Reports to: Principal

The Security/traffic Officer will protect school property, students, and personnel, patrol school grounds, apprehend, investigate, interrogate as necessary. Must have valid High school diploma or evidence of equivalent educational proficiency, successful completion of a California P.O.S.T. accredited academy, and one-year experience in regular employment as an officer in a public law enforcement agency.

BUSINESS OFFICE CLERK

Reports to: Director of Operations

The Office Clerk will perform a variety of routine, general clerical duties in an administrative or school office. Valid High school diploma (or equivalent) and two years or reception experience (or equivalent) required.

FRONT OFFICE CLERK

Reports to: Principal

The Front Office Assistant will perform a variety of routine, clerical duties in an administrative or school office. Valid High school diploma (or equivalent) and two years or reception experience (or equivalent) required.

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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 and officers, 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.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director serves as CAL's Custodian of Records.

STUDENT HEALTH AND WELLNESS

Students' health and wellness is a critical component of ensuring our success as a public charter school, including ensuring students have consistent and timely attendance at school each day. We offer a nutritious hot lunch program, along with breakfast and snacks, through the National School Lunch

Program, etc. Through P.E. classes, structured physical activities (including choreographed dances) before school, organized play at recess, as well as after-school activities, students have ample opportunities for physical activity and development of healthy lifestyles.

CAL offers annual vision and hearing screenings for all students, and provides referral vouchers for dental and vision clinics in the neighborhood for any students in need. CAL also provides parents with information about local Health Fairs and community education events in the areas of health and nutrition, mental health, community services available and more.

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 <u>initial</u> 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)* <u>compared</u> 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.

As the mission of Center for Advanced Learning is to contribute to the improvement of the community in which it resides, the first step to that end would be to ensure that our student body is representative of the community. For this reason, CAL is committed to achieving a student population that is ethnically, racially and socio-economically reflective of LAUSD. Our plan includes aggressive community outreach, in both English and Spanish, that will provide an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of South Central Los Angeles.

While we are committed to serving any child who wishes to attend Center for Advanced Learning, the majority of our recruitment efforts focus on attracting families living within the boundaries of South Central Los Angeles. We work in the community and closely with community organizations to continue to build support for the school and maintain successful enrollment.

To ensure an applicant pool that matches the representative population, CAL will take the following steps:

- Distribution of marketing, application, and enrollment materials in English and Spanish
- Discussions and distribution of application materials to Los Angeles area preschools and other areas where diverse student families may be reached

- Presentations and flyer distribution at community meetings/events, such as the South Los Angeles Neighborhood Council, Chamber of Commerce, Neighborhood Watch meetings, etc.
- Presentations and flyer distribution at community organizations who work with families, such as local health and dental clinics, etc.
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries, park and recreation centers, etc.
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, and shopping centers
- Open Houses and informational meetings at Center for Advanced Learning
- Outreach and advertising with local television, radio, and print media reporters as needed

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 state law 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, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or preenrollment event or process, or as a condition of admission or enrollment.

ADMISSION REQUIREMENTS

Center for Advanced Learning will admit all students who wish to attend the Charter School as specified in Education Code § 47605(d)(2)(A). If the number of students who wish to attend the Charter School

exceeds capacity, enrollment shall be determined by a random public drawing. CAL shall only admit students who reside in California.

Students and their parent(s)/guardian(s) must complete a Lottery Application Form, which is available on the school's website and in the Charter School's office. The Charter School will annually designate an application deadline (see below), which shall signify the close of the open enrollment period. If the number of students who wish to attend the Charter School exceeds capacity, only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the Charter School site regarding a date, time, and location of the public drawing once the deadline date has passed. The lottery will be held at the school. This information is also included on our Lottery Application. Lottery applications will also include the date, time, and location of the drawing, as will the Charter School's web site.

LOTTERY PREFERENCES AND PROCEDURES

During Open Enrollment, CAL engages in a variety of outreach and recruitment activities, as detailed in Element 7. As evidenced by the fact that CAL's student population is 94% students who are Socio-Economically Disadvantaged (SED), we take care to reach out to families of children who are SED, who may be low-academically achieving and students with disabilities and other special needs, and any other "hard to reach" families (e.g., recent immigrants, non-English speakers, etc.)..

The CAL Application process includes:

- 1. Open Enrollment Period (January 2 through February 28th at 5:00 p.m.)
 - a. Recruitment/Informational Meetings (see Element 7)
 - b. Completion of Lottery Application Form
- Random Public Drawing (Second Saturday after March 1st at 6:00 p.m.)
 - a. Lottery (if necessary) at the school site.
 - b. Notification of families
- 3. Enrollment Paperwork (within two weeks of lottery)
 - a. Acceptance letter signed and mailed to school by parent/guardian
 - b. Completion of all necessary paperwork, including but not limited to:
 - 1. Proof of age
 - 2. Immunization records
 - 3. Home language survey
 - 4. Emergency medical information
 - 5. Family Agreement (summarizing school policies, etc.)
- 4. Orientation (May-August)
 - a. Parent attendance at school orientation
 - b. Student attendance at school orientation
 - c. Parent and student signature of school Contract for Excellence

California state residency is the only requirement for enrollment, and Center for Advanced Learning will admit all pupils who wish to attend the Charter School, subject only to capacity. If the number of pupils who wish to attend CAL exceeds capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of such a drawing, students who are currently enrolled will be exempt from the lottery, and preference in admissions will be granted in the following order:

- Students who reside in the Los Angeles Unified School District
- Siblings of currently enrolled students
- Children of employees of Center for Advanced Learning (up to 10% of enrollment)
- All other students

All admissions exemptions and preferences are designed to ensure compliance with state and federal laws and regulations regarding charter school admissions, and, in the case of the employee preference, facilitate the recruitment and retention of high-quality employees. Center for Advanced Learning uses a computerized lottery program to maintain, organize and tag applicants for preference in the lottery. To ensure fairness, names will be uploaded publicly and chosen at random by the computer. A designee of Center for Advanced Learning's Board of Directors will be present at the drawing and will verify whether the lottery procedures were fairly executed. The Board designee will observe the loading of the list of students into the computer, and monitor the Principal as each grade level is uploaded and announced. Once capacity is reached at the random drawing, the remaining names will continue to be drawn and will be placed on a computerized waiting list in the order drawn (see next subsection below). If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

Waiting List

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the family at the top of the wait list will be contacted by telephone, by the Office Manager to offer their student admission. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled. The family is required to provide a working contact number on their Lottery Application form.

The Charter School will maintain on file all records relating to the lottery process, including the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

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
- Statistical Report monthly according to Charter School's Calendar of Reports In addition:
 - P1, first week of January
 - P2, first week of April
- i. Instructional Calendar annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of CAL to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

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

- The Audit Committee if one is appointed, or the Board, will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor. At the conclusion of the audit, the Audit Committee if one is appointed, or the Board, will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the full Board of Directors (in the case of an Audit Committee) with recommendations on how to resolve them. The Governing Board will review and approve the audit no later than December 15. The Final Board approval of the Audit will be reflected approval in the Board minutes.
- The Board will submit 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 will provide 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, Charter School 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 case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 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 504?

NOTIFICATION OF THE DISTRICT

Upon expelling <u>any</u> 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 504 Plan?

Notwithstanding 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 STUDENT DISCIPLINE SYSTEM

All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

Center for Advanced Learning's discipline policy attempts to:

- Promote self-discipline and proper regard for authority among students,
- Encourage good behavior and respect for others,
- Ensure students' standards of behavior are acceptable,
- Regulate student conduct.

To that end, CAL has implemented a school climate and discipline system, Setting Limits that aligns with the District's Discipline Foundation Policy and School Climate Bill of Rights. The Setting Limits program provides research-based methods of child guidance and discipline for teachers and schools. Students receive immediate feedback for their behavior and are given ideas on how to work towards making positive behavior choices. The approach to discipline is done in tiered steps, with the final step being a referral to the administrative office. We encourage positive behavior and a positive school climate in all aspects of our program. Function-based problem solving is used to address the needs of students who engage in repeated violations of the school's behavioral policies. Just as staff regularly reflects on student achievement data, staff also uses data-based decision making to guide the planning and reflection on behavioral interventions.

The Site-Based Advisory Council, which includes administration, parents, and staff, reviews our discipline policy annually and recommends changes, as needed. The Board of Directors will have the final decision on any changes to the discipline policy, and will ensure that any changes align with this petition and the District's School Climate Bill of Rights.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow CAL's stated discipline policies, which are distributed to all students and families in the Family Handbook each year.

The discipline policy, including this Pupil Suspension and Expulsion Policy, is reviewed with parents and students upon the students' admission to Center for Advanced Learning as part of the Student/Parent Handbook. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the policy. The policy will determine student responsibilities, unacceptable behavior, and the consequences for noncompliance.

In creating the CAL discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the CAL discipline policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect students, staff or other persons or to prevent damage to school property.

GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School, or at any other school, or a School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity. These suspensions will be overseen by the school principal.

CAUSE FOR SUSPENSION AND EXPULSION

CAL's Principal bears primary responsibility for overseeing all student discipline. The Principal has the authority to suspend students; expulsions must be approved by an Administrative Panel.

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- Caused/attempted to cause, or threatened to cause physical injury to another person (including faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Unlawfully possessed, used, 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;
- 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 then 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;
- Stole 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, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- 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. As used here, "imitation firearm" means a replica of a firearm that is
 so substantially similar in physical properties to an existing firearm as to lead a reasonable person to
 conclude that the replica is a firearm;
- 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 prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a
 method of initiation or pre-initiation into a pupil organization or body, whether or not the
 organization or body is officially recognized by an educational institution, which is likely to cause
 serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a
 former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include
 athletic events or school-sanctioned events;
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more

students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction
 of physical injury to another person may result in suspension, but not expulsion pursuant to this
 section, except that a pupil who has been adjudged by a juvenile court to have committed, as an
 aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or
 serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a);
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
- Intentionally engaged in harassment, threats or intimidation, directed against school or CAL personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the

- rights of either school personnel or pupils by creating an intimidating or hostile academic environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
- Made terroristic threats against school officials or school property, or both. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family;

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of
 possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a
 certificated school employee, which is concurred in by the principal or the designee of the principal.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

Discretionary Expellable Offenses. Students may be expelled for any of the following acts when it is determined the pupil:

- Caused/attempted to cause, or threatened to cause physical injury to another person (including faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Unlawfully possessed, used, 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;
- 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 then 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;

- Stole 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, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- 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. As used here, "imitation firearm" means a replica of a firearm that is
 so substantially similar in physical properties to an existing firearm as to lead a reasonable person to
 conclude that the replica is a firearm;
- 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 prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a
 method of initiation or pre-initiation into a pupil organization or body, whether or not the
 organization or body is officially recognized by an educational institution, which is likely to cause
 serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a
 former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include
 athletic events or school-sanctioned events;
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction
 of physical injury to another person may result in suspension, but not expulsion pursuant to this
 section, except that a pupil who has been adjudged by a juvenile court to have committed, as an
 aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or
 serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a);
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
- Intentionally engaged in harassment, threats or intimidation, directed against school or CAL
 personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably
 expected effect of materially disrupting class work, creating substantial disorder, and invading the
 rights of either school personnel or pupils by creating an intimidating or hostile academic
 environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
- Made terroristic threats against school officials or school property, or both. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family;

• Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

If it is determined by the Administrative Panel and/or Board of Directors after a hearing that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

a. In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office. During inschool suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teacher provides support as needed during breaks from his/her regular classroom responsibilities (i.e., when his/her students are in P.E., recess, enrichments). Additionally, the parents, the student, principal, and counselor/other support staff as available will be incorporated in the meeting. During the meeting, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. On the day of the suspension the student will complete assigned work. Students will not be suspended, whether in-school or out-of-school, for more than five days at a time or more than twenty days combined during one academic year.

a. Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

a. Conference: Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee (Assistant Principal) with the student and his or her parent and, whenever practical, the teacher or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- b. Notice to Parents/Guardians: At the time of suspension, the Principal or designee (i.e., Assistant Principal, Office Manager) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- c. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation had been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements shall be made to provide the student with classroom material and current

assignments to be completed at home during the length of the suspension. A student may be suspended from school for not more than 20 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.

EXPULSION PROCEDURES

The Expulsion Policy has been established in order to provide a safe learning environment for all stakeholders. Rules and procedures for expulsion are consistent with state and federal laws and provide students their due process rights.

Authority to Expel

A student may be expelled by CAL's Board of Directors following a hearing, and preceded by recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student or his/her parent, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in private (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charge(s)and offense(s) upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;

• The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during

that testimony.

- 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in private 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 person conducting the hearing 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 the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held in public, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific

offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

APPEAL OF SUSPENSION OR EXPULSION

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be in writing (hand-delivery or email) made to the Executive Director within ten days of the suspension. Immediately following the request to appeal the suspension, the Executive Director will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Executive Director will determine whether to uphold or deny the request to suspend. The parent/guardian and Principal will be notified within 24 hours of the final decision.

An expulsion may be appealed within ten working days of the Administrative Panel's decision to expel, and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days of the Administrative Panel's decision to expel). The appeal will be considered by the CAL Board and the family will have a meaningful opportunity to he heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the CAL Board of Directors will be impartial and final. CAL will maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

Pupils who are expelled from CAL shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan shall include improved behavior, attendance and academic performance criteria and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to CAL for readmission.

The readmission process will include a meeting with the Principal, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation the CAL Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The CAL Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. CAL's Board is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. CAL shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. CAL's Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, CAL shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

In the event of a decision to expel a student from CAL, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

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, per applicable legal and retirement plan requirements.

CERTIFICATED EMPLOYEES

CAL certificated staff will participate in the California State Teachers Retirement System (Cal STRS). Employees will contribute the required percentage of their salary and CAL will contribute the employer's required amount. CAL will contract with LACOE to provide reporting and processing of retirement (CalSTRS) information services to comply with California Education Code Section 47611.3 for charter schools. LACOE will forward withholdings to the Cal STRS as required and will maintain the program for the duration of CAL's existence under the same CDS code.

CLASSIFIED EMPLOYEES

All non-certificated staff will participate in the Federal Social Security plan and CAL will maintain participation in Social Security for the duration of the Charter School's existence under the same CDS code. Social Security taxes will be deducted from employee salaries, and CAL will contribute the required employer' share.

OTHER EMPLOYEES

Mandated benefits (e.g., Social Security) will be provided for all other employees and CAL will maintain participation in mandated benefits for the duration of the Charter School's existence under the same CDS code.

CAL's Executive Director will be responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made.

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.

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

As a school of choice, CAL does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 - MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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

Executive Director Center for Advanced Learning 4016 South Central Ave Los Angeles CA 90011

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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.
- 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:

- 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
- A <u>certified</u> 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 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:

- 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.
- 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, Charter School payroll records, 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.

 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:

- 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:

- 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 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.

The Executive Director, or, in the event the position is vacant, Principal, will serve as the school's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Colocation Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the approved Charter, whichever is shorter. 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:

- <u>Use</u>: 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.
- <u>Furnishings and Equipment</u>: 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.
- <u>Leasing</u>: 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) <u>Taxes; Assessments</u>: 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) <u>Co-Location</u>: 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
- 2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- 3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

- 4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
- 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- 7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Excess/umbrella 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. 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 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- 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 by or as 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 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 (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 annual update." (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise

enter into all transactions and conduct business with all persons and entities, including related parties, at arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all 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 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 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 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(I). 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 and officers, 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.

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 <u>initial</u> 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)* <u>compared</u> 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 state law 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, 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:

- k. Provisional Budget Spring prior to operating fiscal year
- I. Final Budget July of the budget fiscal year
- m. First Interim Projections November of operating fiscal year
- n. Second Interim Projections February of operating fiscal year
- o. Unaudited Actuals July following the end of the fiscal year
- p. Audited Actuals December 15 following the end of the fiscal year
- q. Classification Report monthly according to Charter School's Calendar
- Statistical Report monthly according to Charter School's Calendar of Reports In addition:
 - P1, first week of January
 - P2, first week of April
- s. Instructional Calendar annually five weeks prior to first day of instruction
- t. 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, Charter School 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 case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling <u>any</u> 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 preexpulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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, per 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

5) 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal Charter School [See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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)(0).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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:

- 9. 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.
- 10. 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.
- 11. 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.
- 12. 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.
- 13. 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.
- 14. 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.
- 15. 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.
- 16. 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:

- 5. The effective date of the closure of Charter School
- 6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

- 7. The students' school districts of residence
- 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:

- 3. A description of the circumstances of the closure
- 4. 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:

- 4. Information on how to enroll or transfer the student to an appropriate school
- A <u>certified</u> 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
- 6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- 4. The effective date of the closure of Charter School
- 5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
- 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 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:

10. 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.

- 11. 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.
- 12. 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.
- 13. 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.
- 14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- 15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
- 16. 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.
- 17. 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.
- 18. 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:

4. 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.

- 5. 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.
- 6. 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:

- 5. Preliminary budgets
- 6. Interim financial reports
- 7. Second interim financial reports
- 8. 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:

- 5. 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.
- 6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
- 7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. 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 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Colocation Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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:

- <u>Use</u>: 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.
- <u>Furnishings and Equipment</u>: 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.
- <u>Leasing</u>: 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:
 - (iii) 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
 - (iv) <u>Taxes</u>; <u>Assessments</u>: 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.

- (iii) <u>Co-Location</u>: 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.
- (iv) <u>Sole Occupant</u>: 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 <u>not</u> 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
- 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.

- 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- 7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Excess/umbrella 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. 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 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)