

## **DISCOVERY CHARTER PREPARATORY SCHOOL #2**

### **CHARTER PETITION RENEWAL**

**JULY 1, 2017 – JUNE 30, 2022**

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## ASSURANCES, AFFIRMATIONS & DECLARATION

Discovery Charter Preparatory School #2 (also referred to herein as “The Charter” and “Charter School” and “Discovery Prep”) 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: 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

The contact person for Charter School is:	Dr. Karen Smith, Principal/Director
The address of Charter School is:	13570 Eldridge Avenue, Sylmar, CA 91342
The phone number for Charter School is:	(818) 897-1187
Charter School is located in LAUSD Board District:	Board District 6
Charter School is located in LAUSD Local District:	Northeast
The grade configuration of Charter School is:	9-12
The number of students in the first year of this Charter will be:	280
The grade levels of the students in the first year will be:	9-12
Charter School's scheduled first day of instruction in 2017-18 is:	August 21, 2017

The current operation enrollment capacity is:	350
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:	Monday through Thursday: 7:55am-3:15pm Friday: 7:55am-1:35 pm
The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

### COMMUNITY NEED FOR THE CHARTER

The Charter School maintains an enrollment of approximately 250 students in grades 9-12. The specific educational interest of the students is meeting the requirements of a college preparatory curriculum and pursuing post-secondary education at a two or four year college/university. The Charter School's student body is currently comprised of: 99% Hispanic, 0.5% African American, 0.5% 2+ Races. Students who attend The Charter School generally would have otherwise attended San Fernando Senior High School, John Francis Polytechnic High School, or Sylmar Senior High School. In the 2015-16 school year, approximately 88% of students were eligible for free and reduced lunch. Currently 20% of students are English Language Learners, 13% Students with Disabilities, 1% Foster Youth. The challenge with serving this demographic is to build the student's academic skill base and increase their confidence so that they may achieve grade level competency in preparation for college/university.

### COMPARISON WITH LOCAL SCHOOLS

The following chart provides a comparison of demographic data and student academic performance. (Source: California Department of Education)

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA (2015-2016 School Year)												
Discovery Prep	259	87.80%	22.40%	99% (HI)	0%	0%		17.20%	41%	29%	24%	91%
LAUSD SCHOOLS	# of Students	% of Students Eligible for Free / Reduced Lunch	% of English Learners	% of Major Ethnicity #1	% of Major Ethnicity #2	% Major Ethnicity #3		EL Reclassification n Rate	CAASPP ELA (% met or exceeded standard)	CAASPP Math (% met or exceeded standard)	CST Science(% proficient or advanced)	% of Graduation Rate (2014- 2015)
Chavez- ASE	477	83.40%	11.30%	94% (HI)	2% (WH)	2% (AA)		27.80%	67%	23%	46%	85%
Chavez- Social Justice Humanitas	509	88%	9.60%	94% (HI)	2% (AA)	2% (WH)		34.60%	63%	25%	36%	90%
Chavez- TPA	482	80.70%	18.70%	94% (HI)	2% (AA)	2% (WH)		20%	43%	8%	9%	70%
San Fernando HS	2,222	89.50%	14.80%	96% (HI)	2% (WH)	1% (AA)		10.60%	53%	27%	25%	82%
Sylmar Biotech Health Academy	332	91.30%	11.10%	90% (HI)	6% (AA)	2% (WH)		10.80%	46%	10%	33%	N/A
Sun Valley HS	492	91%	29.50%	96% (HI)	2% (WH)	1% (AA)		8.20%	32%	10%	18%	61%

## **CHARTER RENEWAL CRITERIA**

### **Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)**

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in Deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) 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.
- (4) The entity that granted the charter determines that the academic performance of the charter school 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.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b):

- The Charter School has exceeded its API Statewide and Similar Schools' Ranking; and school Growth targets in two of the last three years, exceeding the requirement of Education Code Section 47607(b)(1).

2010-14 API RESULTS					
YEAR	API STATEWIDE RANKING	API SIMILAR SCHOOLS	API GROWTH	API GROWTH TARGET	MET SCHOOL GROWTH TARGET
2014	No state mandated testing for 2013-14 school year: 3-Year Average API: 734 3-Year Weighted Average API: 733 2013 Statewide Rank: 3 2013 Similar Schools Rank: 8				
2013	3	8	713	-54	NO
2012	6	9	762	+37	YES
2011	4	9	726	+5	YES
<p>“*” means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.</p> <p>“A” means the school or student groups scored at or above the statewide performance target of 800.</p>					

## SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

### CAASPP RESULTS

The following charts compare grade 11 CAASPP student performance by numerically significant subgroup and subject area for Spring 2015 and Spring 2016. The Charter School demonstrated significant overall growth in both the ELA and Math CAASPP Assessment from 2015 to 2016.

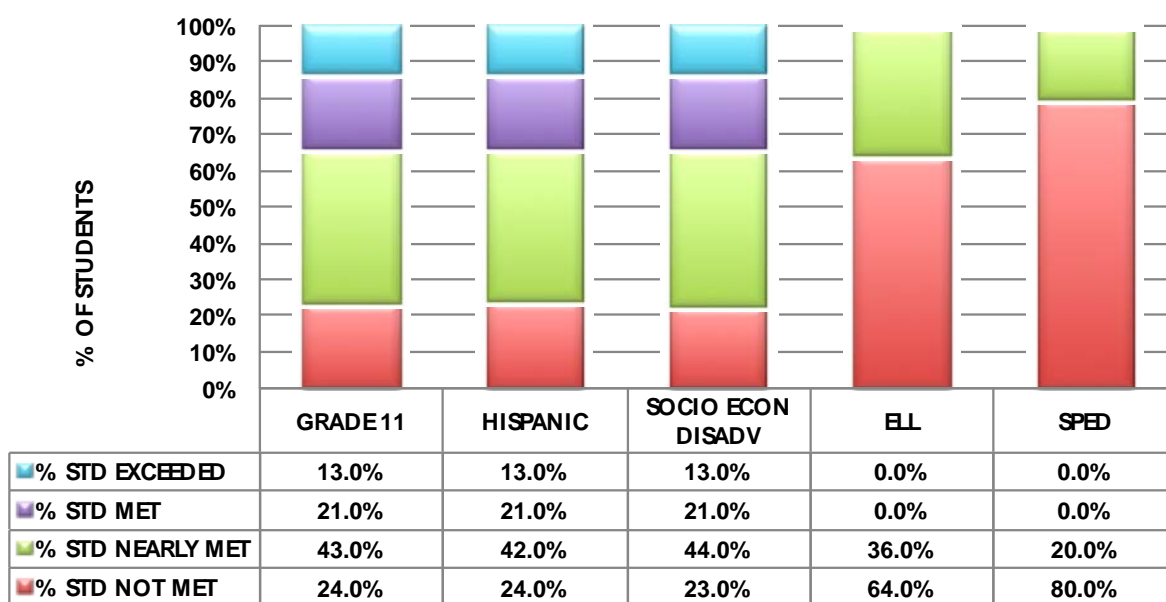
The percentage of grade 11 students that met and exceeded ELA standards increased in 2016 to 41%; compared with 34% in 2015.

- For the Hispanic subgroup, the percentage of students that met and exceeded standards increased to 41% in 2016 from 34% in 2015.
- For the Socio-economically Disadvantaged subgroup, the percentage of students that met and exceeded standards increased to 39% in 2016; from 34% in 2015.
- For the ELL subgroup, 0% of students met or exceeded standards. The Charter School made several changes to address this issue. Additional English Enhancement support classes, Rosetta Stone for EL students in English, English Language Development Class for EL levels 1 and 2, additional Professional Development focusing on ELD strategies across the curriculum, and intervention programs such as i-Ready and Achieve3000.
- For Students with Disabilities, the percentage of students that met and exceeded standards was 7% in 2016. In 2015 the subgroup of students with disabilities who tested was too small for a reportable number.

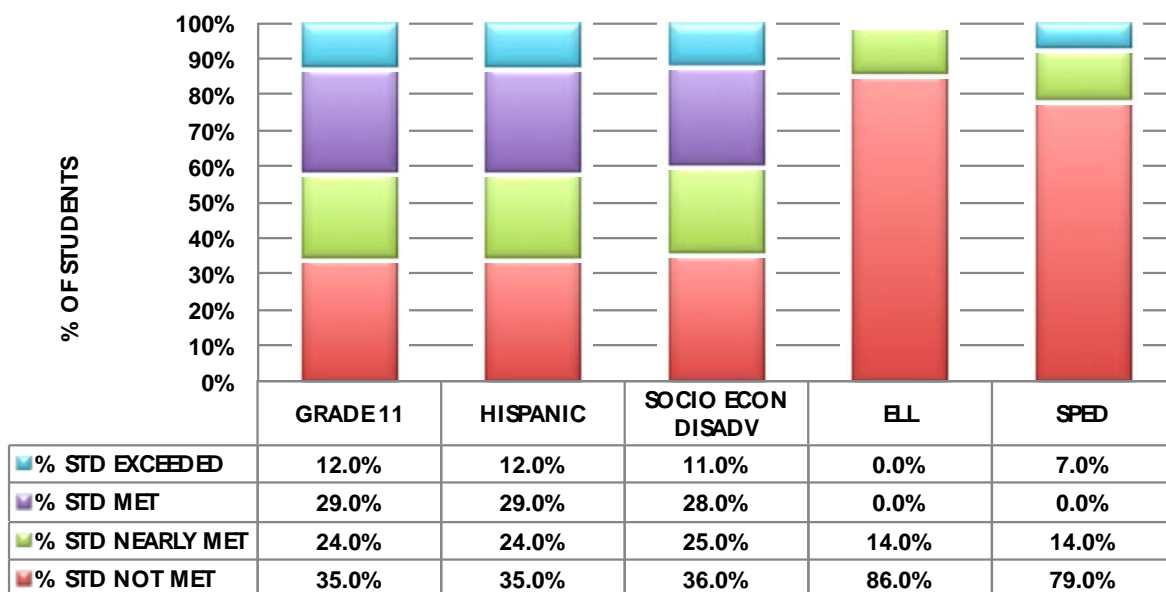
To improve English Learner student achievement, this school year, the Charter School has adopted an English Language Development (ELD) curriculum. In-house professional development has a focus on planning and implementing ELD standards across the curriculum.

The Charter School is implementing academic and subject matter vocabulary instruction, and strategies for increased reading and comprehension in every class. English Enhancement classes have been added to every grade level in order to support EL 3's and 4's. Also, the Charter School has added an English Language Development elective to support EL 1's and 2's, which is taught by the EL Coordinator.

### 2014-2015 CAASPP ELA RESULTS



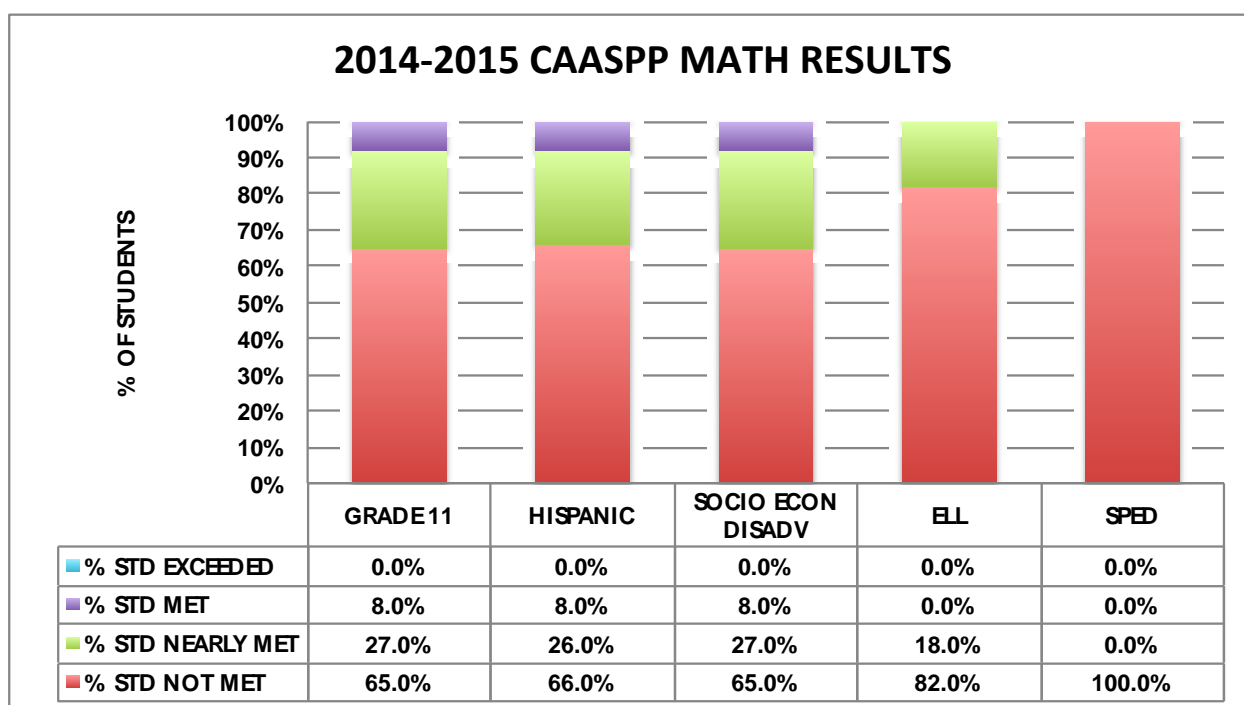
### 2015-2016 CAASPP ELA RESULTS



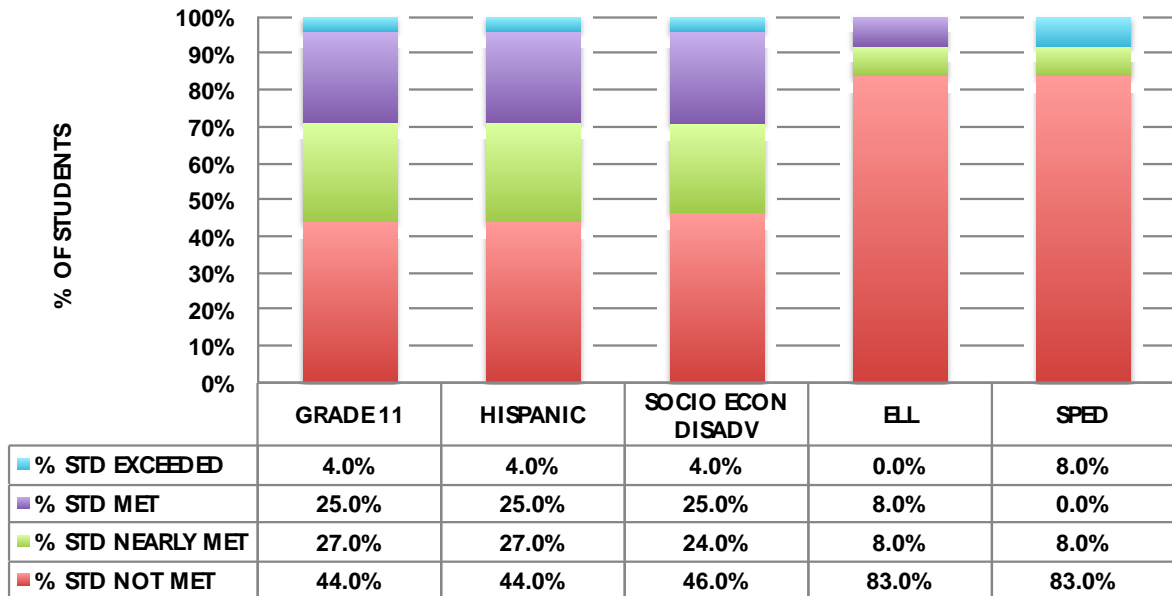
## MATH CAASPP

The percentage of grade 11 students that met and exceeded Math standards increased in 2016 to 29%; compared with 8% in 2015.

- For the Hispanic subgroup, the percentage of students that met and exceeded standards increased to 29% in 2016; from 8% in 2015.
- For the Socio-economically Disadvantaged subgroup, the percentage of students that met and exceeded standards increased to 29% in 2016; from 8% in 2015.
- For the ELL subgroup, the percentage of students that met and exceeded standards increased to 8% in 2016, from 0% in 2015.
- For Students with Disabilities, the percentage of students that met and exceeded standards increased to 8% in 2016, from 0% in 2015.



## 2015-2016 CAASPP MATH RESULTS



### EAP RESULTS

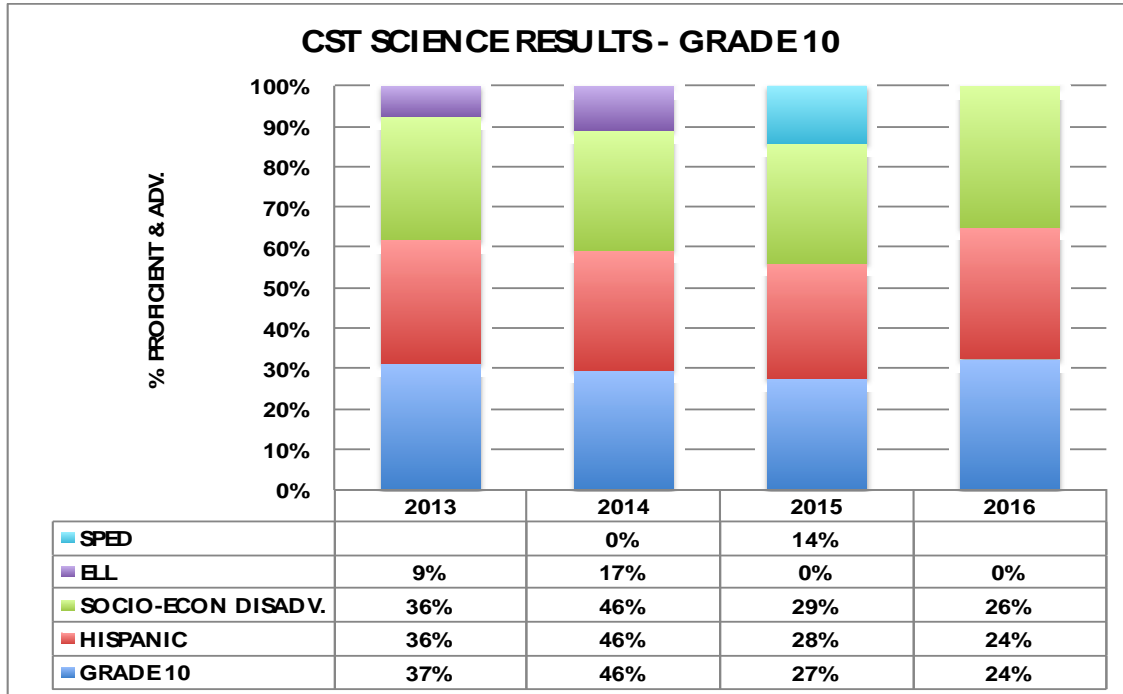
The following charts illustrate grade 11 student performance on the Early Assessment Progress (EAP) for Spring 2015 and Spring 2016, both school wide and by EL and RFEP subgroup.

EAP PROGRAM ELA/MATH						
	2014-15					
	Not Ready		Conditionally Ready		Ready	
ELA SBAC Performance	Percent	Number	Percent	Number	Percent	Number
All Students*	24.0%	15	43.0%	27	34.0%	21
EL Students*	64.0%	7	36.0%	4	0.0%	0
RFEP Students*	10.0%	4	44.0%	17	46.0%	18
Math SBAC Performance						
All Student*	65.0%	40	27.0%	17	8.0%	6
EL Students*	82.0%	9	18.0%	2	0.0%	0
RFEP Students*	62.0%	24	28.0%	11	10.0%	4

EAP PROGRAM ELA/MATH						
	2015-16					
	Not Ready		Conditionally Ready		Ready	
ELA SBAC Performance	Percent	Number	Percent	Number	Percent	Number
All Students*	35.0%	29	24.0%	20	41.0%	34
EL Students*	86.0%	12	14.0%	2	0.0%	0
RFEP Students*	18.0%	9	24.0%	12	59.0%	30
Math SBAC Performance						
All Student*	44.0%	35	27.0%	22	29.0%	23
EL Students*	83.0%	12	8.0%	1	8.0%	1
RFEP Students*	37.0%	18	20.0%	10	44.0%	22

## CST SCIENCE RESULTS

The following chart illustrates the grade 10 CST Science student performance by numerically significant subgroup and academic year. The number of Students with Disabilities tested in 2013 and 2016 were under ten, therefore results were not reported.





## INTERNAL ASSESSMENTS: NWEA MAP RESULTS

Reading	Spring to Spring 2014-15 (Baseline)					Spring to Spring Growth from 2014-15 to 2015-16				
Student Groups	Grade	Number of Students	Mean RIT	# of Students Met Projection RIT Growth	% of Students Met Projection RIT Growth	Grade	Number of Students	Mean RIT	# of Students Met Projection RIT Growth	% of Students Met Projection RIT Growth
Student Groups										
Class of 2020 (current 9th grade)						Grade 9	47	211.4	Baseline	Baseline
Class of 2019 (current 10th grade)	Grade 9	62	209.3	Baseline	Baseline	Grade 10	49	214.1	16	33%
Class of 2018 (current 11th grade)	Grade 10	79	215.7	Baseline	Baseline	Grade 11	81	221.4	n/a	n/a
Class of 2017 (current 12th grade)	Grade 11	3	n/a	n/a	n/a	Grade 12	0	n/a	n/a	n/a
Latino (High School)	Grade 10	42	210.8	Baseline	Baseline	Grade 10	42	213.5	16	38%
English Learners	Grade 10	12	198.1	Baseline	Baseline	Grade 10	12	202.2	4	33%
Socioeconomically Disadvantaged	Grade 9-11	n/a	n/a	n/a	n/a	Grade 9-11	191	208.2	Baseline	Baseline
Students with Disabilities	Grade 10	4	n/a	n/a	n/a	Grade 11	15	206	n/a	n/a

The data compares a cohort of 9th graders to their performance as 10th graders. They showed 4.8 Mean RIT Growth with 16 students meeting the Baseline, which is 33%. 2. The second cohort compares 10th grade scores to their performance as 11th graders with 5.7 Mean RIT Growth. 3. The Latino subgroup was at same grade level in two different years, with 2.7 Mean RIT growth; 16 met the Baseline, which is 38%. For the same grade level EL comparison, the cohort showed 4.1 Mean RIT Growth with 33% meeting the Baseline. All students showed significant growth over the course of the school year. We have taken steps to ensure that students who excel academically are provided with access to honors, AP, and dual enrollment courses. We have also ensured that RtI supports and interventions are in place for our struggling students. Areas for improvement include: Focusing on "bubble students" who fall "in the middle." We have taken steps to ensure that all students are being supported in classroom instruction, not just those who are excelling or struggling. This has involved professional developments that focus on best practices and strategies to be used with all students. Interventions include i-Ready and Achieve300 to help students attain language usage skills.

<b>Mathematics</b>	<b>Spring to Spring 2014-15 (Baseline)</b>					<b>Spring to Spring Growth from 2014-15 to 2015-16</b>				
Student Groups	Grade	Number of Students	Mean RIT	# of Students Met Projection RIT Growth	% of Students Met Projection RIT Growth	Grade	Number of Students	Mean RIT	# of Students Met Projection RIT Growth	% of Students Met Projection RIT Growth
Student Groups										
Class of 2020 (current 9th grade)						Grade 9	48	220.7	Baseline	Baseline
Class of 2019 (current 10th grade)	Grade 9	49	211.4	Baseline	Baseline	Grade 10	51	222.8	19	37%
Class of 2018 (current 11th grade)	Grade 10	75	209.8	Baseline	Baseline	Grade 11	81	231.6	n/a	n/a
Class of 2017 (current 12th grade)	Grade 11	2	n/a	n/a	n/a	Grade 12	1	n/a	n/a	n/a
Latino	Grade 10	34	214.9	Baseline	Baseline	Grade 10	34	220.4	19	56%
English Learners	Grade 10	10	205	Baseline	Baseline	Grade 10	10	210.6	7	70%
Socioeconomically Disadvantaged	Grade 9-11	n/a	n/a	n/a	n/a	Grade 9-11	193	220	Baseline	Baseline
Students with Disabilities	Grade 10	10	192.6	Baseline	Baseline	Grade 11	10	212.4	n/a	n/a

The three biggest takeaways from this data are that our students showed great improvement and RIT growth in comparing Spring 2014-15 to Spring 2015-16. 1. The cohort data compares the same students as 9th graders to their performance as 10th graders. This group of students improved by 11.4 Mean RIT growth, where 19 out of 51 students met the Baseline (standards) which counts for 37% of the whole class. 2. Data for the next cohort compares students as 10th graders to their performance as 11th graders with 21.8 Mean RIT growth. 3. The sub group of EL students improved by 5.6 Mean RIT growth and the Latino subgroup, when compared at the same grade level, grew 5.5 Mean RIT growth and 56% met the Baseline. Our student showed significant growth, so we need to continue with our school wide learning goals and continue to support our general population and subgroups. We need to implement supportive programs such as il-ready and Achieve 3000 to provide greater opportunities for all students to improve their performance. Areas of strength include: English Learners showed significant growth over the course of the school year. We have taken steps to ensure that students who excel academically are provided with access to honors, AP, and dual enrollment courses. We have

also ensured that Rtl supports and interventions are in place for our struggling students. Areas for improvement include: Focusing on "bubble students" who fall "in the middle." We have taken steps to ensure that all students are being supported in classroom instruction, not just those who are excelling or struggling. This has involved professional developments that focus on best practices and strategies to be used with all students. To support Students with Disabilities, we have adopted a new co-teaching model, in which our special education team works with general education teachers to deliver meaningful instruction.

Language Usage	Spring to Spring 2014-15 (Baseline)					Spring to Spring Growth from 2014-15 to 2015-16				
Student Groups	Grade	Number of Students	Mean RIT	# of Students Met Projection RIT Growth	% of Students Met Projection RIT Growth	Grade	Number of Students	Mean RIT	# of Students Met Projection RIT Growth	% of Students Met Projection RIT Growth
Student Groups										
Student Groups										
Class of 2020 (current 9th grade)						Grade 9	47	211.4	Baseline	Baseline
Class of 2019 (current 10th grade)	Grade 9	60	210	Baseline	Baseline	Grade 10	51	217.2	33	65%
Class of 2018 (current 11th grade)	Grade 10	70	213.5	Baseline	Baseline	Grade 11	81	220.6	n/a	n/a
Class of 2017 (current 12th grade)	Grade 11	1	n/a	n/a	n/a	Grade 12	0	n/a	n/a	n/a
Latino	Grade 10	42	211.2	Baseline	Baseline	Grade 10	42	218.4	33	79%
English Learners	Grade 10	10	200.4	Baseline	Baseline	Grade 10	10	208	8	67%
Socioeconomically Disadvantaged	Grade 9-11	n/a	n/a	n/a	n/a	Grade 9-11	195	212	Baseline	Baseline
Students with Disabilities	Grade 10	12	200.1	Baseline	Baseline	Grade 11	12	209.1	n/a	n/a

The cohort data shows 9th graders' scores compared to their scores as 10th graders. The data shows 7.2 Mean RIT growth, where 33 students met the Baseline which is 65%. 2. The 10th grade cohort scores compared to their scores as 11th graders shows 7.1 Mean RIT growth. 3. The Latino subgroup compared at the same grade level in two years shows 7.2 Mean RIT growth where 33 students met the Baseline which is 79% population. Also, EL students at 10th grade level comparison shows 7.6. Mean RIT growth where 8 students met the Baseline, which is 67%. Areas of strength include: English Learners showed significant growth over the course of the school year. We have taken steps to ensure that students who excel academically are

provided with access to honors, AP, and dual enrollment courses. We have also ensured that RtI supports and interventions are in place for our struggling students. Areas for improvement include: Focusing on "bubble students" who fall "in the middle." We have taken steps to ensure that all students are being supported in classroom instruction, not just those who are excelling or struggling. This has involved professional developments that focus on best practices and strategies to be used with all students. To support Students with Disabilities, we have adopted a new co-teaching model, in which our special education team works with general education teachers to deliver meaningful instruction.

### ENGLISH LEARNER RECLASSIFICATION RATES

Currently, The Charter School students who are classified as English Language Learners (ELL) comprise 20% of the overall student population, however many of our students who are Reclassified Fluent English Proficient (RFEP) come from homes where Spanish is the primary language, as identified in the Home Language Survey. The Charter School supports ELLs by employing SDAIE strategies in all classes across the curriculum and provides an English Enhancement course to academically support students raise their reading levels and writing competencies. The Charter School also provides ELL support in English classes, including a specialized English Language Development course, a designated ELD Course for those who struggle most with English skills and literacy. Students identified with Lexile Reading Levels at or below the fourth grade are placed in this course.

The following chart illustrates the total number of English Language Learners, Fluent English Proficient (FEP) and Reclassified English Proficient Students (RFEP) (Source: California Department of Education)

	ELL	FEP	RFEP	% RFEP
2012-13	75	228	20	23.50%
2013-14	81	228	19	20.70%
2014-15	78	193	9	11.10%
2015-16	58	175	10	12.80%

The following chart illustrates the annual reclassification rates.

RECLASSIFICATION RATES		
	TOTAL #	PERCENTAGE
2012-13	20	26.7%
2013-14	19	23.4%
2014-15	9	11.5%
2015-16	10	17.2%

## LAUSD OVERSIGHT AUDIT RESULTS

The following are the findings from LAUSD Oversight:

For the 2012-13 school year: Findings included:

- Teachers who will be evaluated will have their individual teacher evaluation plans.
- Increase the number of board members to at least 5 to be in complying with bylaws and petition. This finding was addressed and the board of directors now reflects a total of 5 members.

For the 2013-14 school year, no corrective actions/findings were noted.

For the 2014-15 school year, no corrective actions/findings were noted

For the 2015-16 school year, no corrective actions/findings were noted

## AVERAGE DAILY ATTENDANCE

The following chart illustrates the Average Daily Attendance for the past four years.

	TOTAL ADA (%)
2012-13	96%
2013-14	97%
2014-15	95%
2015-16	94%

## GRADUATION RATES

Every student and their family is provided with an orientation that includes high school graduation requirements. All students are enrolled in UC A-G approved courses as part of the school's high school graduation requirements and in order to prepare every student for college and career readiness. During the student's Advisory course, students review their progress towards graduation, college prerequisites including PSAT/SAT/ACT, how to apply for Financial Aid (FAFSA) for college, and are exposed to college field trips and guest speakers from various careers.

In 2016, The Charter School was the recipient of the GEAR UP Federal Grant which provides extensive College and Career Preparedness resources for our incoming 9<sup>th</sup> grade cohort that will continue with the student until graduation. The objective of GEAR UP is to increase the number of students who pursue post-secondary education.

Our school has partnered with Upward Bound's Saturday Academy to provide our students with opportunities to experience the college environment through workshops and visits to colleges and universities and internships.

The Charter School has partnered with Los Angeles Mission College (LAMC) to provide our students with dual enrollment benefits. This allows our students to enroll at LAMC while enrolled at our school; and our school also has LAMC instructors teaching college level courses

on our school site, as part of our School's College and Career Readiness efforts to increase the percentage of students pursuing post-secondary education.

The following chart illustrates the School's 4-year high school graduation rate.

GRADUATION RATES								
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
All Students*	85.1%	63	78.4%	69	91.3%	63	91.52%	54
EL Students*	81.8%	27	70.0%	28	85.7%	18	88.88%	8
RFEP Students*	66.0%	48	64.0%	61	47.0%	37	92.68%	38

(Sources: California Department of Education; for 2015-2016, Charter School Internal Data)

STUDENTS MEETING UC A-G			
	2013-14	2014-15	2015-16
TOTAL GRADUATES	66	72	68
TOTAL NUMBER	66	72	68
PERCENTAGE	100%	100%	100%

### AP PARTICIPATION RATES

The following charts illustrate the number and percentage of student enrolled in Advanced Placement course and the number/percentage of the AP Passage rate.

AP EXAM PASS RATES								
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
All Students*	52.0%	34	66.0%	27	58.0%	19	56%	33
EL Students*	0.0%	0	0.0%	0	0.0%	0	100%	1
RFEP Students*	0.0%	0	0.0%	0	58.0%	19	0%	0

AP COURSE ACCESS: %/# OF ALL STUDENTS,ELL & RFEP ENROLLED IN AP								
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
All Students*	16.0%	55	11.0%	38	22.0%	33	19%	49
EL Students*	0.0%	0	0.0%	0	0.0%	0	0.00%	1
RFEP Students*	0.0%	0	0.0%	0	17.0%	26	0%	0

### CAREER PATHWAYS

The Charter School prepares all students for college and career readiness through its UC A-G approved courses, Honor courses and Advanced Placement Courses. In addition, the Charter School is in the process of developing a formal partnership with Los Angeles Mission College to

provide its students with access to dual-enrollment. The Charter School is in the process of developing a Career Technical Education (CTE) Program that provides students with Career Pathways in the areas of: Culinary Arts, Media, Criminal Justice and Child Development.

### **SUSPENSION & EXPULSION RATES**

The following chart provides an overview of the suspension and expulsion rates for the past 4 years. (Source: California Department of Education for 2012-2015 and Discovery internal data for 2015-2016)

	SUSPENSION RATE	EXPULSION RATE
2012-13	9.2%	0.0%
2013-14	3.9%	0.3%
2014-15	6.3%	0.0%
2015-16	8.1%	0.0%

As of Spring 2016 school year, the Discovery Prep board has adopted a new Positive Behavior Intervention and Support (PBIS) Plan, along with a disciplinary framework centered on restorative practices. The suspension rate of 9.2% reflects suspensions during the Fall 2015 semester, but as a result of PBIS implementation during the second semester, suspension rates dropped to 0%.

The newly adopted PBIS a significant shift from punitive measures to preemptive and positive restorative practices. The Charter School has implemented a 3-tiered Positive Behavior Intervention and Support Plan.

- Tier 1 supports focus on the entire student population by creating a school culture and climate conducive to academic and behavioral excellence. This includes positive incentives and a reward token program, which rewards students for exemplifying outstanding members of the school community. Each month, the Coordination of Services Team (COST) meets to determine the effectiveness of supports.
- Tier 2 and Tier 3 interventions and supports target students who require more individualized supports and interventions. This includes weekly grade checks during advisory; meetings with the principal for low-achieving students; and mandatory after school tutoring. Attendance interventions also occur at least once a month, in which students and parents meet with the attendance counselor and the assistant principal. If necessary, students are referred to the Student Success Team (SST) for more intensive support and interventions.

When students have disciplinary issues in class, teachers implement in-class strategies to redirect student behavior and to teach expectations. Teachers use the following steps: conference with the student to reteach behavioral expectations; contact parents; assign detention and/or tutoring. When a student is sent to administration, alternatives to suspension are implemented in lieu of suspension or expulsion. Restorative practices are implemented that

include: counseling, psychological services, social justice circles, and community service. Administration is focused on helping students identify the root of their behaviors and develop the mechanisms with which to approach their missteps as a learning opportunity.

### **OTHER RELEVANT DATA**

The Charter School is committed to breaking the cycle of poor educational outcomes for its under-served population. The School is committed to helping all students pursue post-secondary education. With the School's A-G academic focus and graduation requirements, the counselor ensures that courses with academic grades of D's and F's are re-taken and completed and students must earn at least a C grade. Students who struggle academically are provided with after-School academic tutoring, and mentoring. The School ensures that all students are provided with College and Career Readiness skills that include visiting colleges/universities, guiding students on the college application process, and the Federal Financial Aid Application (FAFSA). The School works directly with students and their families to guide them through the college application process, financial aid application and applications for scholarships.

### **ACCOMPLISHMENTS**

- 70% of graduating seniors apply to at least 1 College/University.
- 100% of students who graduate on-stage take at least one college entrance exam.
- The School Counselor hosts at least 6 college application workshops during the School year to provide students with individual assistance in completing their college applications.
- The School Counselor hosts at least 1 College financial aid workshop to provide students with assistance in applying for various forms of financial aid including the FAFSA.
- At least 54% of graduating seniors in the past 5 years have been accepted to 4-year College/University.
- Advisory Program where students are monitored by their assigned Advisor for 4-years
- Schoolwide implementation of Technology Devices: iPads, Clickers, Calculators
- Partnership with Los Angeles Mission College for dual-enrollment
- Implemented weekly grade checks.
- Schoolwide Professional Development individualized to meet the needs of teachers.

### **DUAL ENROLLMENT: COLLEGE & CAREER READINESS**

The Charter School provides a small high school environment, which is the ideal setting for many students. Many of our students will be the first in their families to attend college, and some are the first to graduate from high school. As such, students who attend our school benefit greatly from the small, supportive learning community and the college-going culture that guides them on their way to higher education. The mission of The Charter School is "to provide the necessary skills and support so that every student is prepared to attend college upon graduation from high school." In fact, The Charter School graduates have gone on to



attend and graduate from universities such as UCLA, UCB, Dartmouth, University of Pennsylvania, Lewis and Clark College, and a host of other prestigious schools. The senior class of 2016 includes three students who are currently interviewing with Harvard University. Furthermore, our vision is to provide a safe and nurturing learning environment where instruction is rigorous and meaningful. The Charter School's culture of high expectations is dedicated to closing the achievement gap for students by providing them with supportive, individualized attention for academic success. This goal is supported by small class sizes with a maximum of 25 students per class. At The Charter School, students see how academics play a part in becoming productive citizens and lifelong learners. Teachers and staff focus on providing a positive and nurturing environment, emphasizing professional behavior, courtesy, and hard work. When students graduate, they have a solid and well-rounded academic foundation, which will supply them with the motivation and the tools to successfully complete college.

The Charter School is a small school of 350 students and 19 teachers. We truly are a "small learning community" where we have the opportunity to form meaningful relationships with students and the ability to individualize programs to meet the needs of all learners. Since students stay with their advisors for four years, they have at least one adult on campus that knows their history, academic record, challenges, and achievements and can act as an advocate. Advisors continuously monitor grades and meet individually with each student at least biweekly.

Teachers meet early in the school year, and often throughout the year, to discuss individual students and student groups with similar needs as identified by data analysis. Any staff member may refer students who continue to struggle despite classroom interventions to a student success team. Teachers may also require students to attend tutoring for extra help or remediation in their subject matter. The Charter School contracts with Total Education Solutions to provide support for all of our students with special needs in addition to our 2 on-site staff members dedicated to serving students with special needs. All students with special needs are assigned to one of our resource specialists who manage their case and ensure that all accommodations and modifications are being met.

The Charter School employs three Counselors, each with their own area of expertise, to provide services to students. The college counselor is responsible for driving the college going culture, providing academic and college advisement, creating the advisory curriculum, and guiding students and parents through the college requirements, application and financial aid process. The college counselor is available every Tuesday after school, until 5:30pm, to help students complete college applications. The PSA Counselor works as the liaison between the school, home and community, providing case management services to students and parents, monitoring attendance, and managing the parent program. The AP of Counseling and Student Services administers the comprehensive school counseling program, providing prevention activities, crisis intervention, school-based counseling services, positive reinforcement and ensures compliance with school expectations.

## **SCHOOL/FAMILY/COMMUNITY COLLABORATION**

The Charter School acts as a clearinghouse of resources to support our families. Our Parent Advisory Council and monthly parent meetings allow our parents to be actively involved in their child's education. The Charter School encourages active parent involvement and promotes a collaborative home- school relationship. Parent communication is a vital strength of our program and our parents are willing and eager to participate in any way. Parents need to actively engage their children and continually restate the goals of an education. Parent meetings are used to discuss current issues and hear from guest speakers such as college representatives, parents of The Charter School graduates who currently attend college, and financial aid advisors. Parents also have access to student information through PowerSchool and with Internet access can look up their child's real time grades and attendance.

Community agencies, in conjunction with the School, provide support services such as tutoring, counseling, parenting classes and extracurricular activities designed to motivate students. A partnership with Youth Speak Collective provides academic enrichment, college experiences and remediation opportunities. Youth Council is a youth empowerment program where youth identify, document and analyze problems in their community that they would like to address through community development projects. It gives youth the opportunity to create programs for themselves. Youth act as planners and stakeholders in all programs, and in the process they acquire new competencies and find a positive sense of self-worth, purpose, and identity. Womyn's Circle is a program that provides a support group and safe space for young women to learn about and explore their identities. It creates a space where young women can educate themselves. The Womyn's Circle runs similar to our Youth Council programs and currently operates at the Charter School.

As a part of YPI, the Charter School is part of the GEAR UP (Gaining Early Awareness and Readiness for Undergraduates) grant. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduates) program at The Charter School currently serves the Class of 2020 (all current 9th graders) and will work with next year's freshmen (Class of 2021). GEAR UP's goal is to improve the academic performance and retention of students and to increase the college-going rates of students from the community. GEAR UP employs two full-time counselors and two part-time tutors at the Charter School site who work with teachers, administrators, and parents to help build a college-going culture. They provide academic support in the classroom, monitor student progress for intervention, and provide academic technology and resources to aid students. GEAR UP provides students with the social and academic support they need to turn their college dreams into reality. GEAR UP promotes success by offering a combination of academic support services, professional development opportunities for school staff, and family programming.

Local businesses work with these agencies to provide internship opportunities for students interested in exploring their career field. In a partnership with Friends of the Family, 11th and 12th graders provide mentoring to students at Maclay Middle School. The Charter School also

collaborates with institutions of higher education such as California State University, Los Angeles, California State University, Northridge and Woodbury University. The Charter School collaborates with Cal State Los Angeles' teacher credentialing program in recruiting and developing our teaching staff. The Charter School sends students to work with Cal State Northridge's National Society of Collegiate Scholars for Integrity Exploration Day. The Charter School students and Staff attend Woodbury events and lectures on topics such as photography, architecture, fashion, and college fairs.

Pueblo y Salud, Inc. (PYS) is a social and human services agency whose mission is to improve social conditions in Latino communities of the Los Angeles County by creating opportunities for self-empowerment. PYS provides programs and services relating to education, civic participation, health, culture as well as drug, alcohol, and tobacco prevention. PYS has recently partnered with Discovery Prep and is implemented *Project Alert, a Drug Prevention Program*. *Project Alert* is an 11-week program that seeks to improve community standards and help address alcohol, marijuana and other drug abuse related issues directly with students through weekly workshops. *Project Alert* is geared toward preventing adolescent non-users from experimenting with drugs as well as keep students already experimenting from continuing. Additionally, PYS is providing a two session workshop for parents entitled *Guiding Good Choices* which teaches parents effective family management and communication skills regarding how to address the issues of alcohol, tobacco, marijuana and other drug abuse.

#### **DATA DRIVEN DECISION-MAKING**

The Charter School is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program. In preparation for the next year, The Charter School Administration convenes the teacher leadership team to aid in gathering, analyzing and synthesizing data. This is an ongoing process that will occur several times in the early months of the school year. The most recent CST, CAHSEE, SAT, AP, and CELDT data is reviewed using our review process that begins with analysis of individual and content area data by department. This department review includes providing recommendations for the upcoming year based on the demonstrated weaknesses presented in the data. Next, the teacher leadership team analyzes the school-wide data to make recommendations for programming and interdisciplinary actions for the upcoming year. Throughout the year teachers base their planning, pacing and assessment on the data driven recommendations from their departments and the ongoing data provided by internal assessments and Administration benchmark assessments. This department and grade level review of data will occur at least monthly.

#### **STUDENT POPULATION TO BE SERVED**

The target population The Charter School includes students currently attending the Charter School in grades 9-12, students within our attendance area (the city of Sylmar), as well as all others who wish to attend the School, subject to capacity. Our student population is 99% Latino, over 86% economically disadvantaged, and includes a high percentage of English Learners. Students who attend The Charter generally would have otherwise attended San Fernando Senior High School, John Francis Polytechnic High School, Cesar Chavez Learning

Center, or Sylmar Senior High School. Due to a change in location during the 2016-2017 School year, students who attended The Charter School at the Pacoima location before the move are now provided with transportation to and from the School.

### **PROJECTED ENROLLMENT**

We also seek to attract families from outside of Sylmar's attendance area who are dissatisfied with their neighborhood public schools and are seeking a safe, more academically rigorous educational program for their children students.

<b>ENROLLMENT BY GRADE LEVEL</b>					
	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>	<b>TOTAL</b>
<b>2017-18</b>	<b>75</b>	<b>65</b>	<b>75</b>	<b>65</b>	<b>280</b>
<b>2018-19</b>	<b>90</b>	<b>85</b>	<b>75</b>	<b>75</b>	<b>325</b>
<b>2019-20</b>	<b>95</b>	<b>95</b>	<b>85</b>	<b>75</b>	<b>350</b>
<b>2020-21</b>	<b>95</b>	<b>95</b>	<b>85</b>	<b>75</b>	<b>350</b>
<b>2021-22</b>	<b>95</b>	<b>95</b>	<b>85</b>	<b>75</b>	<b>350</b>

### **GOALS & PHILOSOPHY**

The Charter School provides a small high school environment, which is the ideal setting for many students. Many of our students will be the first in their families to attend college, and some are the first to graduate from high school. As such, students who attend our school benefit greatly from the small, supportive learning community and the college-going culture that guides them on their way to higher education. In fact, The Charter School graduates have gone on to attend and graduate from universities such as UCLA, UC Berkeley, Dartmouth, University of Pennsylvania, Lewis and Clark College, and a host of other prestigious schools. The senior class of 2016 includes three students who are currently interviewing with Harvard University. The Charter School's culture of high expectations is dedicated to closing the achievement gap for students by providing them with supportive, individualized attention for academic success. This goal is supported by small class sizes with a maximum of 25 students per class. At The Charter School, students see how academics play a part in becoming productive citizens and lifelong learners. Teachers and staff focus on providing a positive and nurturing environment, emphasizing professional behavior, courtesy, and hard work. When students graduate, they have a solid and well-rounded academic foundation, which will supply them with the motivation and the tools to successfully complete college.

### **MISSION**

The mission of The Charter School is to expand access to higher education by providing" the necessary skills and support so that every student is prepared to attend college upon

graduation from high school.” We provide the skills students of all achievement levels will need to reach their highest academic potential.

## **VISION**

Our vision is to provide a safe and nurturing learning environment in which instruction is rigorous and meaningful. We are dedicated to closing the achievement gap for our students by providing them with supportive, individualized attention and high expectations for academic success. We believe that every student can overcome obstacles and make college a reality.

## **SCHOOLWIDE LEARNER OUTCOMES**

The Charter School graduates will be:

Effective Communicators who:

- Write and speak competently
- Utilize technology skillfully
- Articulate opinions with supporting evidence
- Exchange ideas cooperatively

Critical Thinkers who:

- Read and write with power and comprehension
- Identify problems and use various strategies to reach solutions for academic challenges
- Process, synthesize, and evaluate information

Responsible Individuals who:

- Respect themselves, other people and property
- Contribute to their community
- Exercise personal and academic self discipline
- Create plans, options, and opportunities for the future

Students will become self-motivated, competent, lifelong learners by completing the Charter School’s curriculum. Through a curriculum and school atmosphere dedicated to college preparation, as well as a rigorous college counseling and advisory program geared towards motivating and giving students the tools to be accepted to four-year colleges, students will see the importance and the benefits of going to college and becoming educated citizens in the 21st Century.

## **EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

An educated person in the 21st Century must have a broad frame of reference in English, Science, Mathematics, and History/Social Science as well as the critical thinking skills necessary to analyze and synthesize new information. In our increasingly globalized and evolving society, the 21st Century educated person must also be technologically savvy. In order to be an active participant in the community, the educated person will need to work cooperatively with others

from diverse backgrounds, identify and solve problems and resolve conflicts constructively. An educated person must be ready to adapt to changes, explore his or her own potential and capitalize on these strengths to provide a unique contribution to society. To do so these individuals need some form of post-secondary education. The Charter School is committed to preparing students with the academic and social skills to transition smoothly from high school to college and work.

### **University of California A-G Requirements**

Since its inception, The Charter School has maintained the rigorous standard of requiring students to satisfy the A-G requirements as a prerequisite for graduation. The mission of The Charter School is “to provide the necessary skills and support so that every student is prepared to attend college upon graduation from high school.” As a college preparatory school, The Charter School believes that all its graduates should be college eligible. In keeping with the School’s mission, the graduation requirements of The Charter School are the same as the UC A-G requirements. That means 100% of students who graduate from The Charter School have met the UC/CSU requirements and are ready to enroll in college upon graduation.

Discovery Prep takes multiple measures to ensure that students have the motivation to go to college and are prepared once they arrive. The different supports in place to help students succeed in completion of A-G coursework and graduate are as follows:

#### **Administrative Level**

First and foremost, administration ensures that teachers have the resources they need in order to deliver effective and engaging A-G coursework that supports student learning. Additionally, as a response to teacher referrals, at-risk students check-in periodically with the principal. These periodic checks facilitate early interventions such as tutoring, make-up work and any additional support as needed to ensure success in completion of all A-G Courses.

#### **Counselor Level**

Twice a year, the college counselor conducts graduation checks with every student at every level to ensure successful completion of all required A-G courses for their respective year. Parent meetings are then held to ensure all parties are aware and on-board in supporting the student in either completion of or recovery of the required A-G coursework. Counselors also provide credit recovery opportunities to all students that do not successfully complete the required A-G courses. These opportunities include completion of the recovery courses through re-enrollment in failed course, or completion of the course online through Acellus. Acellus courses are A-G approved through the University of California and are provided during a credit recovery period during the school day. The counselor carefully plans and follows-up with students enrolled in credit recovery to ensure proper and timely completion of these courses. In

addition to the above, the counselor also implements interventions as needed as a result of referrals from teachers and other school staff, including but not limited to: tutoring, counseling, student-teacher-counselor meetings, etc.

#### Teacher Level

At the beginning of their 9th grade year, each student is assigned to an Advisory teacher that follows him or her throughout their entire high school career while at The Charter School. Students and Advisory teachers meet four times a week for 45 minutes each meeting in order to execute curriculum geared toward college and career exploration and preparation. Advisory teachers execute curriculum that helps students understand the requirements needed to graduate, college eligibility and the soft skills needed in college and beyond.

#### Transfer Students

The Charter School is committed to ensuring all A-G courses offered are transferable to any other school in the state. As part of this commitment, all courses are A-G approved through the University of California and students take these courses in compliance with grade-level and course sequence requirements.

### **HOW LEARNING BEST OCCURS**

Students learn best in a positive learning environment, where they are placed at the center of teaching and learning. They should be challenged by rigorous standards based curriculum and supported by parents, teachers, and the surrounding community. In the learning environment, students want to be engaged in the material and to be provided with appropriate scaffolding so that they may achieve the high expectations teachers have set for them. Students perform best when they are allowed to form meaningful relationships with teachers and staff and learn in a setting where they know that they are part of a team that truly believes that they can achieve. Students thrive under individual attention, where teachers and staff members tailor instruction to their level and pace of learning.

Student achievement is maximized when they are provided with individualized and differentiated instruction that ensures a student's readiness level, interests and preferred mode of learning are taken into advisement. Our students come to School with different sets of needs and varying skill development so this requires that we proactively plan a variety of instruction methods to facilitate effective learning experiences.

#### **How Students Will Become Self Motivated: Individual Attention**

The Charter School will enable students to become motivated by providing a small learning community and small classes. In addition, teachers will give each student personal attention via



the advisory system in place at The Charter School. Each student has a teacher-advisor who monitors his or her progress on an individual basis throughout the year. The Charter School recognizes student achievement by holding semester assemblies for honor roll and rewarding students who achieve proficiency with recognition dinners and other privileges. Additionally, through “data chats” where students discuss their proficiency levels with their advisors and planning conferences where students meet with counselors/advisors to discuss post high school goals, students become motivated by their short term and long term goals. For students who have not yet achieved proficiency, but who have worked hard to increase achievement, The Charter recognizes them with special achievement certificates and rewards such as free dress week, movie tickets, gift cards, Happy Letters to parents/guardians and tokens. Students who feel their School cares about them will succeed at a much higher rate than students who are just one of a multitude given little personal attention. Personal attention has been shown to increase student motivation. With personal attention, teachers and staff have the ability to tailor curriculum and identify and address barriers to student success.

### **How Students Will Become Competent: Core Classes**

Teachers and staff at The Charter School provide a supportive environment with the individualized attention of a small school, while engaging students in challenging standards-based coursework. Education focuses on the four core disciplines of English, Science, Mathematics, and History/Social Sciences, and all students meet the A-G requirements for the University of California and California State University systems upon graduation.

- **Language Arts:** Students will be competent communicators when they graduate from The Charter School. The ELA curriculum is based on the Common Core State Standards, which require the mastery of various modes of communication including writing and public speaking.
- **Social Studies:** Students will be competent in using their education to understand the past and how it influences the direction of societies. Students will understand how the government and world works by studying the social sciences. Students' social science education will be based on the mastery of the Common Core State Standards.
- **Mathematics:** Students will develop their abilities to reason logically, understand, and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects, which The Charter School staff and governing board deem appropriate. Students' math education is based on the Common Core State Standards.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and the earth sciences. Each of the science courses and/or disciplines will be taught using the Next Generation Science Standards.



- **World Languages:** Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, associated with the second language. All language classes will be grounded in the California frameworks.
- **Other Competencies: Technology-**Students will gain proficiency in the skills needed in a technological world. Students will be given hands-on experience at mastering basic computer skills as the use of computers is incorporated into their classes.

#### **How Students Will Become Life-Long Learners: Home/School/Community Collaboration, Advisory**

- The Charter School encourages active parent involvement and promotes a collaborative home-school relationship. Parent communication with the school is a vital strength of the counseling program and parents are active participants in helping their children to succeed. Community agencies, in conjunction with the School, provide on-site support services, such as tutoring, family and teen counseling, parenting classes and extracurricular activities designed to motivate students. Monthly parent meetings help to foster the home- school relationship and include parents in decision-making processes. Topics covered include parent resource presentations, information on FAFSA and the Dream Act, Pueblo y Salud presentations on brain development and drug prevention, workshops about mental health, and awareness about gangs/juvenile delinquency. PAC and ELAC committee meetings encourage parents to take a greater role in collaborating with school administration. The Charter School is a community resource that provides students with an exemplary academic foundation and the tools to be successful college graduates, lifelong learners, and active participants in their community.
- The advisory period will give students study skills, as well as require students to research colleges and occupations. Students will make the connection between what they are learning today and the outside world. Core classes will also provide students with training in questioning and approaching what people say with a healthy skepticism, enabling students to ascertain the validity of things themselves. Teachers and advisors are constantly modeling a love for learning and a drive to consistently learn more to reach one's individual potential.

#### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL & ACCOUNTABILITY PLAN** **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).)

LCFF STATE PRIORITIES	
GOAL #1	
Develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical, and financial resources that will drive the School’s strategic and long range planning.	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1    <input checked="" type="checkbox"/> 4    <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2    <input checked="" type="checkbox"/> 5    <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	
<p><b>Priority 1 (Basic Services)</b></p> <p>All core subject teachers will be appropriately credentialed and assigned in the subject areas for the students they are teaching.</p> <ul style="list-style-type: none"> <li>• Will review master schedule/teacher assignment to ensure compliance</li> <li>• Annual review of teacher credentials (CALPADS reporting)</li> <li>• School facilities are maintained and in good repair.</li> <li>• Will complete an annual Facility Inspection Report (FIT) Report to screen for safety hazards.</li> <li>• Will correct all areas identified in need of repair or replacement.</li> <li>• Will conduct monthly safety inspection including fire/earthquake drills; systems and procedures.</li> </ul> <p><b>Priority 4 &amp; Priority 8:</b></p> <ul style="list-style-type: none"> <li>• Charter School will provide all students with Common Core aligned instructional materials including ELD Frameworks for ELL students; and SDAIE Strategies.</li> </ul>	

- Charter School will provide both integrated and designated ELD for ELL students to ensure ELL students progress at least one Proficiency level on the CELDT annually and are re-classified appropriately.
- Charter School will use both NWEA MAP ELA/Math assessments and CAASPP assessments to identify student achievement and needs.
- Charter School will strongly encourage students in grades 9-11 to participate in the PSAT as part of the School's College & Career Readiness Program. The Charter School will encourage participation by providing students with the opportunity to take the PSAT free of cost.

#### Priority 5:

- Charter School will provide a safe, nurturing and engaging learning environment for all students.
- Charter School will implement Positive Behavior Intervention Support (PBIS) to improve School culture, attendance rates and decrease chronic absenteeism rates.
- All students will have access to 4-year academic plans to ensure all students are on track to graduate and prepared to meet the pre-requisites for 2 or 4 year college/university.
- Charter School will provide academic interventions to support students academically both during the instructional day and after- School to ensure College & Career Readiness.
- Charter School will increase student attendance by providing incentives for good attendance, such as awards and tokens in alignment with the Charter School's Positive Behavior Interventions and Supports program. Charter School employs an attendance intervention counselor who meets with students weekly and will increase the number of home visits, if needed.
- Charter School will increase graduation rates by offering more recovery classes and on-site tutoring.

#### Expected Annual Measurable Outcomes

**Outcome #1:** All teachers will be appropriately credentialed and assigned.

**Metric/Method for Measuring:** Percentage of teachers who will be appropriately assigned and credentialed as required by law and the charter.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students ( Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #2:** Increase student attendance annually.

**Metric/Method for Measuring:** ADA/Enrollment at P2 reporting date.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	93.9%	95%	96%	97%	98%	98%

**Outcome #3:** Decrease chronic absenteeism rate.

<b>Metric/Method for Measuring:</b> Chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	33.9%	Decrease 5.0% Schoolwide including all numerically significant subgroups	Decrease 6.0% Schoolwide including all numerically significant subgroups	Decrease 7.0% Schoolwide including all numerically significant subgroups	Decrease 8.0% Schoolwide including all numerically significant subgroups	Decrease 8.0% Schoolwide including all numerically significant subgroups
<b>Outcome #4:</b> Increase high School graduation rates.						
<b>Metric/Method for Measuring:</b> Four-year cohort graduation rate.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	91.2%	Increase 1.0% Schoolwide including all numerically significant subgroups	Increase 1.0% Schoolwide including all numerically significant subgroups	Increase 1.0% Schoolwide including all numerically significant subgroups	Increase 1.0% Schoolwide including all numerically significant subgroups	Increase 1.0% Schoolwide including all numerically significant subgroups
<b>Outcome #5:</b> EL students will make annual progress in learning English as measured by CELDT/ELPAC.						
<b>Metric/Method for Measuring:</b> Percentage of EL's making annual progress in learning English as measured by CELDT/ELPAC.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	12.0%	Increase by 2%	Increase by 2%	Increase by 2%	Increase by 2%	Increase by 2%
<b>Outcome #6:</b> Increase the number of EL students to be reclassified.						
<b>Metric/Method for Measuring:</b> Annual reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	17.2%	Increase by 2%	Increase by 1%	Increase by 1%	Increase by 1%	Increase by 1%
<b>Outcome #7:</b> All grade 11 students and subgroups will meet or exceed proficiency targets in ELA and Math on the CAASPP Assessment.						
<b>Metric/Method for Measuring:</b> Annual CAASPP Results in ELA/Math for Grade 11.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)		Schoolwide and all significant subgroups will meet or	Schoolwide and all significant subgroups will meet or	Schoolwide and all significant subgroups will meet or	Schoolwide and all significant subgroups will meet or	Schoolwide and all significant subgroups will meet or

Overall:		exceed targets for growth in ELA & Math	exceed targets for growth in ELA & Math	exceed targets for growth in ELA & Math	exceed targets for growth in ELA & Math	exceed targets for growth in ELA & Math
Subgroups:	Math ELA	Increase by: Math: 3% ELA: 5%	Increase by: Math: 3% ELA: 5%	Increase by: Math: 3% ELA: 5%	Increase by: Math: 3% ELA: 5%	Increase by: Math: 3% ELA: 5%
<i>Latino</i>	29% 41%					
<i>Socioeconomically Disadvantaged</i>	29% 41%					
<i>English Language Learners</i>	29% 39%					
<i>Students with Disabilities</i>	8% 0%					
	8% 7%					

**Outcome #8:** Decrease high school dropout rates.

**Metric/Method for Measuring:** High School dropout rate.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	4.3%	Schoolwide including all numerically significant subgroups Decrease by 1%	Schoolwide including all numerically significant subgroups Decrease 1%	Schoolwide including all numerically significant subgroups Maintain rate	Schoolwide including all numerically significant subgroups Maintain rate	Schoolwide including all numerically significant subgroups Maintain rate

**Outcome #9:** Increase the percentage of students in grades 9-11 who will take the PSAT.

**Metric/Method for Measuring:** Participation rate of PSAT for grades 9-11

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Grade 9: 0% Grade 10: 0% Grade 11: 100%	Increase participation by 9 <sup>th</sup> graders by 90% and 10 <sup>th</sup> graders by 50%	Maintain rate	Maintain rate	Maintain rate	Maintain rate

## LCFF STATE PRIORITIES

### GOAL

Provide all students with a rigorous Common Core aligned College-preparatory curriculum, that provides all students with relevant learning experiences that encourages student engagement; College & Career Readiness; with targeted academic supports to close the achievement gap among all subgroups.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p>Priority 1:</p> <ul style="list-style-type: none"> <li>• All students (including EL, and unduplicated students) will have access to standards-aligned (including CA CCSS and the academic content &amp; performance standards) materials and additional materials as outlined in the charter petition.</li> <li>• Will review alignment of instructional materials to standards and course offerings</li> <li>• Will maintain an annual inventory of instructional materials and purchase of materials.</li> </ul> <p>Priority 2:</p> <ul style="list-style-type: none"> <li>• Will ensure full implementation of state board adopted academic content and performance standards for all students.</li> <li>• Will ensure all English Learners will have access to CCSS ELA/ELD Standards.</li> <li>• Teachers will receive Professional Development on the CCSS ELA/ELD, and Math</li> </ul> <p>Priority 4, Priority 7 &amp; Priority 8:</p> <ul style="list-style-type: none"> <li>• Will provide all students with access to courses that meet UC A-G requirements as part of the College &amp; Career Readiness Indicator</li> <li>• Will provide all students with a broad array of courses in all core subjects including Advanced Placement, Visual and Performing Arts (VAPA).</li> <li>• Charter School will ensure courses are UC A-G approved.</li> <li>• Charter School plans to provide Career Pathway Courses (CTE) in partnership with Los Angeles Mission College through dual-enrollment.</li> <li>• Charter School will continue to encourage student to enroll in AP courses, and provide academic support to increase AP Passage Rates. AP teachers will attend College Board Professional Developments.</li> <li>• Will continue to administer the NWEA MAP Assessment in ELA &amp; Mathematics to monitor student achievement in all grade levels and subgroups.</li> </ul>	
Expected Annual Measurable Outcomes	
<p><b>Outcome #1:</b> All students will have access to standards aligned instructional materials.</p> <p><b>Metric/Method for Measuring:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials.</p>	

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome:</b> Implement the Common Core State Standards as well as the performance standards and English Language Development (ELD) Standards adopted by the State Board of Education for all students including English Learners. <b>Metric/Method for Measuring:</b> All teachers will have received Professional Development on the Common Core State Standards and ELD Standards. Administration will examine syllabi, unit plans, and lesson plans; administration will conduct walkthroughs and cognitive coaching.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome #3:</b> All students will have access to all programs and services outlined in this charter petition, which includes A-G courses in all subject areas. <b>Metric/Method for Measuring:</b> Percentage of students participating in UC A-G course.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome #4:</b> Increase AP Passage rate. <b>Metric/Method for Measuring:</b> Percentage of students passing AP Examination.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish in 56%	Increase by 2%	Increase by 2%	Increase by 2%	Increase by 2%	Increase by 2%
<b>Outcome #5:</b> All students have access to AP Courses. <b>Metric/Method for Measuring:</b> Percentage of students who have access to AP Courses.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #3	
Engage parents as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive positive learning environment.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6

Local Priorities:

☐:

☐:

### Specific Annual Actions to Achieve Goal

#### Priority 1: Outcome 1 (Basic Services)

- Charter School will conduct annual facility inspection report and revise the Schoolwide safety plan.

#### Priority 3:

- Will encourage parents to participate in School Site Council and host meetings throughout the school year.
- Will encourage parents of ELL's to participate in English Language Advisory Committee (ELAC) and host meeting throughout the School year.
- Will encourage parents to participate in Parent Advisory Committee (PAC) to provide input in decision-making at the School.
- Will host annual parent/student orientation for students and families to learn about the School, meet School staff, and tour classrooms. Food, drinks, and activities will be provided to encourage attendance.
- Will host Schoolwide events to encourage parent participation. Parents will be notified by personal phone calls, phone blasts, flyers, and mailers.
- Will administer annual parent survey to measure parent satisfaction and obtain feedback on the School's program. Parent surveys are given at meetings, mailed home, sent home with students, and available online.

#### Priority 5:

- Will provide all students with a safe learning environment conducive to learning that meets the academic and social-emotional needs of its students.
- Will provide all students with 4-year academic plans as part of the College & Career Readiness to ensure all students are on path to pursue post-secondary education.
- Will offer targeted academic intervention courses to ensure students are provided with the academic supports to achieve academically, remain in school, and are on track for graduation.

#### Priority 6:

- Will annually review its suspension/expulsion policies and procedures at PAC meetings, Board meetings and Parent meetings and implement alternatives to suspension/expulsion.
- Will monitor suspension/expulsion rates monthly with PAC, Board members, and parents and develop methods through alternatives to suspension/expulsion to ensure rates decrease annually.
- Will implement annual student/parent surveys during school, online and at Parent meetings to measure School climate, experience and address identified needs.

### Expected Annual Measurable Outcomes



<b>Outcome #1:</b> Facilities will be maintained in good repair and will be in compliance in good standing. <b>Metric/Method for Measuring:</b> The School will administer an annual Facility Inspection (FIT) Report.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	90%	90%	90%	90%	90%	90%
<b>Outcome #2:</b> Decrease suspension rates annually. <b>Metric/Method for Measuring:</b> Percentage of student suspension rates.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	8.1%	Decrease by 5%	Decrease by 1%	Maintain <2%	Maintain <2%	Maintain <2%
<b>Outcome #3:</b> Decrease expulsion rates annually <b>Metric/Method for Measuring:</b> Percentage of student expulsion rates.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0.3%	Decrease by 0.3%	Maintain 0%	Maintain 0%	Maintain 0%	Maintain 0%
<b>Outcome #4:</b> Charter School will hold SSC, ELAC, and PAC meetings. <b>Metric/Method for Measuring:</b> Number of Meetings held with participation of parents (sign-in sheets)						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish in 2016-17	Increase participation rate annually	Increase participation rate annually	Increase participation rate annually	Increase participation rate annually	Increase participation rate annually
<b>Outcome #5:</b> Implement annual parent survey to assess parent satisfaction. <b>Metric/Method for Measuring:</b> Percentage of parents respondents satisfied with the School's program as measured by annual parent survey.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish in 2016-17	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%

## INSTRUCTIONAL DESIGN

The Charter School teachers have implemented the Common Core State Standards for each subject area as the basic framework for instruction. The Charter School teachers have also implemented the Next Generation Science Standards (NGSS) in science courses and English Language Development Standards (ELD) across the curriculum. In the process of instructional planning, teachers with the guidance of administrators and coaches prioritize and plan on how the standards will be taught over the course of the year in a pacing plan. In every classroom, the current standard and objective is posted in order to clearly communicate the expectations

to students. Next, teachers decide how and when assessments will be used and communicate rubrics or criteria to students. Individual teachers implement formative and summative assessments within their classrooms to assess student progress and to inform instruction. As departments, teachers create midterms and final exams. Teachers decide what learning opportunities students will need to learn standards and plan instruction to ensure that each student has ample opportunities to learn. Finally, teachers will use the data from the assessment to give feedback, re-teach, or move on to the next standard. These key educational theories, research and data will serve the needs of the Charter School's targeted student population by creating a consistent educational environment in each classroom, giving teachers the tools and particulars to hone instruction, and meeting the learning goals of subgroups.

The Charter School uses Illuminate, a standards-based data and assessment management system that allows for a comparison of multiple sets of data. From this, staff members can identify needed interventions, know what standards need to be re-taught, and enhance curriculum development. Illuminate allows teachers/administrators to: access all students' CAASPP scores in all subjects, perform data analysis on each test question and standard assessed, modify curriculum in order to re-teach as necessary, create tests based on the standards from a test bank, evaluate current instructional practices by knowing how students are performing on each individual standard, and help students set learning goals for themselves based on detailed test results.

The Charter School adheres to the principles of instruction enumerated in Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollock (ASCD, 2001). These strategies have been proven to increase student achievement, which will help our teachers close the achievement gap for our student population. This text identified nine categories of instructional strategies proven to improve student achievement:

1. Identifying similarities and differences  
Teachers should present student with explicit guidance in identifying similarities and differences, ask students to independently identify similarities and differences, and use graphic or symbolic representations of similarities and differences in order to enhance student understanding and ability to use knowledge. Tasks may be teacher or student directed but should involve comparisons, classifications, metaphors and analogies.
2. Summarizing and note-taking  
Summarizing and note taking skills provide students with the tools for identifying and understanding the most important aspects of what they are learning. To effectively summarize, students are need to be aware of explicit structure of information and analyze information at a fairly deep level by deleting, substituting and keeping some information.

3. Reinforcing effort and providing recognition  
Reinforcing effort teaches students that the harder you try, the more successful you are. Providing recognition for the attainment of specific goals enhances achievement and stimulates motivation.
4. Homework and practice  
Homework provides students with opportunities to refine and extend their knowledge. Teachers should design homework assignments that clearly articulate purpose and outcome and vary the approaches to providing feedback to students.
5. Representing Knowledge  
Creating nonlinguistic representations helps students understand the content in a new way. Teachers can use a variety of instructional approaches including graphic representations, physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.
6. Learning groups  
Cooperative learning provides students with the opportunity for positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills and group processing. Teachers should use a variety of criteria for grouping students, keep group size small, and combine cooperative learning with other classroom structures.
7. Setting objectives and providing feedback  
Using goal setting and feedback in a precise and sophisticated manner increase student learning by developing metacognitive thinking. Goals should be specific but flexible and allow the student to personalize the teacher's goals. Feedback should be timely, corrective and specific to a criterion. Students can also be encouraged to provide some of their own feedback.
8. Generating and testing hypotheses  
Generating and testing hypotheses are basic cognitive skills that every content teacher should develop in order to help students deepen their understanding of the principles they are applying. Teachers can use a variety of structured tasks to accomplish this, including systems analysis, problem solving, historical investigation, invention, experimental inquiry and decision-making.
9. Cues, question and advanced organizers  
Teachers can use cues, questions and advance organizers to facilitate thinking about new knowledge before experiencing it. This activates prior knowledge and will increase student achievement. Teachers may use four types of advance organizers: expository, narrative, skimming and illustrated.

## USE OF TECHNOLOGY IN INSTRUCTION

Teachers use the following Classroom Response Systems:

- (eInstruction, EduGame, Promethean, and ClassAct)
- Automated classroom response systems—also known as student response systems—provide teachers with a new way to gather and disseminate specific feedback.
- This tool collects data through the use of “clickers,” then generates an immediate analysis of how students responded.
- When multiple-choice questions are appropriately designed, they can evaluate all levels of skill within Bloom’s taxonomy, from recall through evaluation.

In addition, communication software, such as blogs, wikis, e-mail, instant messaging (IM), and video conferencing, can provide timely, interactive, and criterion-based feedback to students. Each of these types of multimedia tools has distinct classroom applications. For example:

- Classroom blogs are inexpensive and easy to maintain and manage without the need for Web development skills.
- Wikis are similar to blogs but more versatile: a way for groups to collaborate by contributing and easily accessing information on a given topic.
- Because a wiki allows all users to add and edit content, it’s especially suited for collaborative writing and project-based learning.
- The constant feedback mechanism of a wiki is what makes it a uniquely powerful learning tool. And because a wiki is Web-based, contributors do not need to be in the same geographical area, nor do they need to be working synchronously.
- E-mail, which provides a written record of two-way communication that is easy to archive.
- Video conferencing has been used mostly for distance learning and teacher professional development, however, can also be used in the classroom.

## Organizing and Brainstorming Software

- Inspiration, Microsoft Visio, CmapTools, SmartTools (used with SmartBoards), and even the Microsoft Word Drawing toolbar can all be used to organize ideas and represent curricular concepts.

- Graphic representations serve as mnemonic devices that facilitate the classification, organization, storage, and recollection of information into and out of long-term memory. This is especially true for students with learning styles that favor visual forms of learning.

Organizing and brainstorming software give teachers and students ways to create a variety of descriptive patterns to build conceptual understanding of everything from new vocabulary words to complex systems

In addition to the elements of the instructional approach described above, The Charter School will utilize additional strategies to focus on mathematics achievement in the next charter term. The Charter School will focus our resources on developing the mathematics teachers' skills, providing the mathematics department with additional tools and assessments to track progress and incorporating teaching math across the curriculum. Math teachers will attend conferences and workshops geared towards improving classroom management, strategies for differentiating instruction, and strategies for deepening students understanding of the content. Teachers will more frequently and more effectively assess student learning and challenge students to use higher levels of thinking.

The Charter School's instructional approach also includes implementation of the California Standards for the Teaching Profession:

**1. Standard for Engaging and Supporting All Students in Learning**

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

**2. Standard for Developing as a Professional Educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the School community. Teachers contribute to School activities, promote common School goals, and improve

professional practice by working collegially with all School staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

**3. Standard for Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

**4. Standard for Creating and Maintaining Effective Environments for Student Learning**

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**5. Standard for Understanding and Organizing Subject Matter for Student Learning**

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

**6. Standard for Planning Instruction and Designing Learning Experiences for All Students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and School expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

## **CURRICULUM & INSTRUCTION**

### **MATHEMATICS PLACEMENT**

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

All students at The Charter School are administered the Acellus, computer program and state accredited, Math Placement test at each grade to know their performing level.

For Algebra 1, Teachers uses Keystone National High School Placement Exam for Math Level 1 and Geometry Teacher uses same test at Math Level 2 and Algebra 2 teacher uses the Math Level 3 to test their students and place them in different classes,

For Honors Geometry and Honor Algebra 2 the previous Math Teacher recommends them based on their annual performance in their class and passing 85% or more in their previous class, so recommended based on excellent citizenship and high performance.

The students in 9th, 10 and eleven grades take the mathematics test in the NWEA computerized assessment at the beginning, mid-year and end of the year to study about their students' knowledge and improvement, during a School year.

Finally, all seniors take the Los Angeles Mission College mathematics placement test to know their performance level, before entering their choice of college.

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

The State Board of Education has suspended the CAHSEE as the designated high school exit examination.

The following chart provide the ELA and Math CAHSEE passing rates:

<b>CAHSEE PASSING RATES</b>		
	<b>ELA</b>	<b>MATH</b>
<b>2012-13</b>	<b>66%</b>	<b>74%</b>
<b>2013-14</b>	<b>80%</b>	<b>82%</b>
<b>2014-15</b>	<b>76%</b>	<b>81%</b>

At The Charter School all stakeholders believe in the mission and work towards creating a college going culture. The college counselor creates the curriculum for the Advisory class that is focused on college preparation activities, career exploration, and test preparation. The student to advisor ratio is a maximum of 24:1. The advisors' main responsibility is to help students identify and overcome barriers to their success in their academic pursuits in order to prepare for college.

The college counselor guides students and parents through each step of the college application process, including academic advisement, test preparation, financial aid, and college selections and applications. All freshmen will take placement exams in order to assist the college counselor in placing the students in appropriate level classes while maintaining a focus on closing the achievement gap. Freshmen who arrive at The Charter School below grade level will be assigned an additional math and English periods to provide time for remediation of basic skills so that students will have success in their A-G classes. Sophomores and Juniors meet with the counselor for academic advisement and career exploration once a year. Seniors meet with the counselor three to five times during their senior year to discuss their progress toward meeting graduation requirements and college entrance requirements and their progress through the college application process.

The counselors prepare each student's schedule and meet with each student consistently to ensure that the student meets the School's graduation requirements, which include the A-G requirements for the California public university systems. The Charter School requires all students who graduate on-stage to take the SAT or ACT in order to increase the number of students eligible for 4-year universities.

The college counselor, in conjunction with community agencies, offers six college application workshops in order to provide students with the opportunity to complete their college applications with individual support. Counselors and community members also facilitate an annual financial aid workshop for parents and students. Counselors also present at scheduled parent meetings on topics related to college or college preparation to provide parents with information and insight into the process. Counselors also invite back former The Charter School students who are currently in college to advise and mentor current students.

#### **ENGLISH 9 – CORE COURSE**

Description	Students gain a basic understanding of literature, writing, and the structures of professional documents. Students build on what they already know about reading and writing, and learn new ways to engage with texts. Students learn the parts of speech, the parts of a sentence, basic paragraph and essay structure, and read works from a range of authors.
Course Objectives	<ul style="list-style-type: none"> <li>• Students will acquire active reading strategies to increase reading comprehension.</li> <li>• Students will critically read a variety of texts, including short stories, non-fiction, novels, poetry, and drama.</li> <li>• Students will learn basic rules of grammar and use them effectively.</li> <li>• Students will learn and use sophisticated writing structures for personal, analytical, and persuasive essays.</li> <li>• Students will develop a working knowledge of MLA style formats and citations.</li> </ul>



	<ul style="list-style-type: none"> <li>Students will practice speaking techniques to enhance their project presentations.</li> </ul>
Resources	Google Drive including: Google Docs, Google Slides, Google Spreadsheet, <u>Write Like This</u> Kelly Gallagher <u>Sentence Skills with Readings</u> John and Paul Langan
Texts	<u>Language of Literature: Grade 9 McDougal Littell</u> Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the direction of department chair and administration to ensure that texts are CCSS aligned.

#### ENGLISH 10 – CORE COURSE

Description	This course focuses on analyzing literature and expository text in greater depth, writing for specific tasks, purposes, and audiences, and developing communication skills through rich classroom conversations. The course is designed around different themes (perseverance, self-identity, purpose, freedom), and different genres of literature. English 10 is designed to help students prepare for college, career, the military, and beyond. We will emphasize reading, writing, communicating, thinking, and self-management.
Course Objectives	Students will: <ul style="list-style-type: none"> <li>investigate different forms of literature;</li> <li>analyze the elements of language;</li> <li>gain background knowledge of classic pieces of literature;</li> </ul> use prewriting strategies and revision to enhance their writing.
Resources	Google Drive including: Google Docs, Google Slides, Google Spreadsheet, <u>Write Like This</u> Kelly Gallagher <u>Sentence Skills with Readings</u> John and Paul Langan
Texts	Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the direction of department chair and administration to ensure that texts are CCSS aligned.

#### ENGLISH 11 – CORE COURSE

Description	Students read selected works from a variety of American historical periods and literary genres. Students advance their writing techniques to reflect the basic requirements of college-level writing. They continue to develop their literacy and reading comprehension
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	through active reading. Students make connections across the curriculum by examining the way that literature relates to historical context. An honors section is also offered.
Course Objectives	Students will develop their reading, writing, speaking, critical thinking, analysis, and collaboration skills throughout this course in response to the varied texts.
Resources	Google Drive including: Google Docs, Google Slides, Google Spreadsheet, <u>Write Like This</u> Kelly Gallagher <u>Sentence Skills with Readings</u> John and Paul Langan
Texts	Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the direction of department chair and administration to ensure that texts are CCSS aligned.

#### ENGLISH 12 – CORE COURSE

Description	English 12 is a challenging, thought provoking class. The focus of English 12 is the study of world literature. We will examine the literature of different countries and cultures by reading short stories, novels, essays, drama and poetry. We will study a wide range of works by new and esteemed authors. Careful reading, analysis and organization are essential. Written work will include methods of developing expository essays: comparison/contrast, classification, definition, and persuasion. Students are expected to share their insights and test their opinions in class discussion
Course Objectives	<ul style="list-style-type: none"> <li>• Students will be active readers to determine the author's purpose.</li> <li>• As readers, students will appreciate the historical, cultural, social, economic, and political influences on the author and his work.</li> <li>• Students will reflect on their personal reactions to works of literature and test their ideas in class discussion.</li> <li>• Students will write a variety of expository essays using the MLA Format as their guide.</li> <li>• Students will use prewriting strategies and revision to enhance their written work.</li> <li>• Students will research, organize and deliver public speaking projects.</li> </ul>
Resources	Google Drive including: Google Docs, Google Slides, Google Spreadsheet, <u>Write Like This</u> Kelly Gallagher

	<u>Sentence Skills with Readings</u> John and Paul Langan
Texts	Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the direction of department chair and administration to ensure that texts are CCSS aligned.

#### ENGLISH LANGUAGE DEVELOPMENT – NON-CORE COURSE

Description	<p>This course is designed to supplement and support high school language arts. It will enable students to read and write academic prose effectively and strategically and to increase their mastery of academic language.</p> <p>Pivotal to the curriculum is the deepening of students' critical reading, writing, and thinking skills about both expository and literary prose. Students will read novels in Literature Circles on a weekly basis. Students will also use the writing process to communicate effectively and efficiently. Assessment is both oral and written.</p>
Course Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Interact in meaningful ways by collaborating, interpreting, and producing English language.</li> <li>• Learn about how English works by structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas.</li> <li>• Use foundational literacy skills</li> <li>• Develop academic/analytical essays that are focused on a central idea, developed with information learned from assigned texts, well-organized in an appropriate and effective pattern that structures ideas in sustained and persuasive way, and free from grammatical errors.</li> <li>• Edit their work for clarity; for standard written English grammar, usage, and mechanics; for diction and for an appropriate level of formality to demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</li> </ul>
Resources	<p>Google Drive including: Google Docs, Google Slides, Google Spreadsheet,</p> <p><u>Sentence Skills with Readings (Third Edition)</u> by John Langan and Paul Langan</p> <p>Rosetta Stone</p>
Texts	Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the

	direction of department chair and administration to ensure that texts are CCSS aligned.
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- **This course is taught by an appropriately credentialed teacher.**

#### **HUMANITIES – NON-CORE COURSE**

Description	Students focus specifically on reading and writing skills. Students apply what they learn in English 9 and cultivate additional skills with a second hour of literacy-based instruction. Additionally, they develop critical thinking strategies and engage with challenging moral questions through literature and art.
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#### **THE WORLD OF SHAKESPEARE – NON-CORE COURSE**

Description	Students are introduced to William Shakespeare by reading plays that represent the variety of his oeuvre. They study comedies, tragedies, and a history play, paying attention to the range of dramatic settings employed by Shakespeare. Students will experience the creativity of Shakespeare’s language and inventive use of words. Students will study dramatic and linguistic devices, iambic pentameter, and several of the sonnets.
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#### **SPEECH – NON-CORE COURSE**

Description	Students develop the competence and confidence to deliver formal and informal speeches, presentations, and debates. They learn how to prepare, research, and execute a variety of speeches. In addition, students become familiarized with the grammar of public speaking, how body language influences audience reception, and speaking to mass media. As students present speeches for their peers, they reduce verbal tics, over-reliance on notes, and increase effective verbal and non-verbal communication.
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#### **CREATIVE WRITING – NON-CORE COURSE**

Description	Students create literature and read selected works from several genres. Students become better readers and writers as they participate in the creative process. They focus on the elements and conventions of literature as they compose narratives, poems, creative essays, and other genres of writing.
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## MATHEMATICS PROGRAM

Students develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent. They communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms. Additionally, students develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses. They make connections among mathematical ideas and between mathematics and other disciplines. Students apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.

The Charter School's Mathematics program offers courses in the Traditional Pathway.

<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>11<sup>th</sup></b>
<i>Algebra 1/Geometry</i>	<i>Geometry/Algebra 2</i>	<i>Algebra 2/Pre-Calculus</i>	<i>Pre-Calculus/AP Calculus/College-Prep Algebra</i>

## ALGEBRA 1 – CORE COURSE

Description	This course satisfies the California Common Core Standards and is intended for all 9 <sup>th</sup> graders. Algebra 1 builds and strengthens students' conceptual knowledge of functions, linear functions, system of linear equalities and inequalities. Also, students will explore many types of functions including linear, quadratic, and exponential. In addition, they will create, compare, and graph functions, and learn how various transformations affect these functions. Finally, students will also gain experience using descriptive statistics (categorical and quantitative data) to model a context and draw meaningful conclusion.
Resources	Electronic Resource: Perfection Learning Interactive Computer Program ACELLUS Courses available on any Level Mathematics Electronic Resources: <a href="http://www.collegeprepalgebra.com/cpa/">http://www.collegeprepalgebra.com/cpa/</a> Class Dojo, Smart Board Clickers, SaddleBack Interactive Lessons using the Smart Board, EdHelper, Mathbits.com

Texts	<u>Algebra 1 Common Core</u> Richard J. Andres & Joyce Bernstein; An AMSCO Publication.2015
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#### **GEOMETRY – CORE COURSE**

Description	Geometry follows Algebra I and Algebra II in Traditional High School Math Program’s course sequence. The course is designed to meet the California State Standards for Geometry. Through the studies of this course, students will be expected to learn and understand: reasoning and proofs (including inductive and deductive reasoning), Properties of parallel and perpendicular lines, Types of angles, types of triangles and their properties, congruent triangles, quadrilaterals and parallelograms, area and perimeter of different polygons, similarity in polygons with a focus on triangles, surface area and volume of geometric shapes, circle and its properties, properties of right triangles, trigonometric functions such as Sine, Cosine, and Tangent and their formulas, solving the right triangles, angle of elevation and depression, Midpoint formula, Distance formula, and Pythagorean Theorem. In addition, to learning these skills and concepts, students will develop their ability to construct formal and logical arguments. Students will become proficient in writing proofs in various forms; explain geometric properties of figures; analyze the properties of different polygons and their geometric relationships, apply these concepts to solve word problems in geometric settings.
Resources	Electronic Resources: McDougal Littell’s website: Classzone.com, www.AMSCOMath, and ACELLUS Courses available on any Level Mathematics Class Dojo, Smart Board Clickers, SaddleBack Interactive Lessons using the Smart Board, EdHelper, Mathbits.com
Texts	<u>Geometry Common Core</u> by Joyce Bernstein; An AMSCO Publication.2015

**ALGEBRA II – CORE COURSE**

Description	Algebra 2 will help students see the relationships between algebra, geometry, and statistics. This class completes the geometry curriculum in the first semester, and then completes the second semester of algebra. The geometry portion includes an introduction to functions, imaginary numbers, higher order polynomials, graphing of functions, imaginary numbers higher order polynomials, graphic of functions, and irrational numbers.
Course Objectives	Focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.
Resources	Technology: <ul style="list-style-type: none"><li>• TI-83 and TI-84 Graphing Calculators</li><li>• Acellus Program</li><li>• Khan Academy</li><li>• Smart Response Clickers</li><li>• Desmos</li></ul> <p><u>Algebra 2 Chapter Resource Masters</u> (McGraw Hill – 2014 edition)</p> <p><u>Algebra 2 Common Core – Practice and Problem Solving Workbook</u> (Pearson)</p>
Texts	<ul style="list-style-type: none"><li>• <u>Algebra 2 Common Core Edition Textbook</u> (McGraw Hill – 2014 edition)</li><li>• <u>Math Triumphs – Foundations for Algebra 2</u> (McGraw Hill – 2010 edition)</li><li>• <u>Essential Skills – Algebra 2</u> (Kaplan – 2006 edition)</li><li>• <u>Buckle Down California ADP Algebra II Standards Review</u> (Triumph Learning – 2011 edition)</li></ul>

**PRE-CALCULUS – CORE COURSE**

Description	This course will help students have a better and more in-depth understanding of all the concepts they have learned in Algebra 1, algebra 2, and Geometry. Also, provides them the knowledge they need to participate in AP Calculus class. Students will need to have a
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	strong foundation of the basic arithmetic functions as well as a solid and clear understanding of all algebraic concepts in order to be successful in this class.
Course Objectives	Number sets, union and intersection of these sets, solving systems of equations in two and three variables, Matrix and its related operations, using matrix to solve systems in three or more variables, graphing equations and functions including quadratics, absolute value, and exponential functions, polynomials and their operations, factoring and solving operation involving special products, exponents and operation with exponential functions, trigonometric functions such as Sine, Cosine, and Tangent, trigonometric relations and formulas, equation of circle, area of sector, Arc and arc length, unit circle, measure of an angle in unit circle, degree and radian, and co-terminal angles.
Resources	Electronic Resources: McDougal Littell's website: Classzone.com, www.AMSCOmath , and ACCELLUS Courses available on any Level Mathematics Other programs used: Smart Board Clickers; SaddleBack Interactive Lessons using the Smart Board, EdHelper , www.mathworksheetsland.com
Texts	<b><u>Precalculus with Technology</u></b> (Concepts and Applications), by Paul A. Foerster, Key Curriculum Press 2007

#### AP CALCULUS –CORE COURSE

Description	Calculus is a widely applied area of mathematics and involves an intrinsic theory. This course is a challenging and demanding college-level mathematics course. The Advanced Placement program offers courses to high school students that are taught on a college level. After successfully completing the curricular requirements of an advanced placement course in calculus, students are given an opportunity to take an exam administered by the College Board to assess their knowledge of, but more importantly their understanding, of calculus. Though the Advanced Placement program is an open enrollment program, students must have taken the correct sequence of courses leading up to enrollment in
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		<p>calculus in order to be successful. A solid, fast-paced, intense and rigorous foundation must be laid in algebra, geometry and trigonometry in order for students to be successful in AP Calculus. Specifically, students must have a firm understanding of functions and their properties, algebraic manipulations, and graphs. Important concepts of functions such as domain and range, even and odd, periodic, symmetry, zeros, and intercepts must be understood.</p>
Course Objectives		<p>Limits, derivatives, integrals, and applications and modeling. Within the context of these themes, the following topics are explored in depth: functions, graphs, and limits, continuity as a property of functions, the concept of a derivative, computation of derivatives, applied derivatives, techniques and applications of anti differentiation, interpretations and properties of definite integrals, applications of integrals, fundamental Theorem of Calculus, and numerical approximations to definite integrals, the trigonometric functions of 0, <math>\pi/6</math>, <math>\pi/4</math>, <math>\pi/2</math> and their multiples.</p>
Resources	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Calculus Of A Single Variable – Early Transcendental Functions</u> (Larson/Edwards – 2015 – 6e – AP Edition)</li> <li>• <u>Calculus For Dummies</u> (Ryan – 2003)</li> <li>• Folder of resources from AP Calculus AB training from AP in the OC</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• TI-83 and TI-84 Graphing Calculators</li> <li>• Acellus Program</li> <li>• Khan Academy</li> <li>• Smart Response Clickers</li> <li>• <a href="http://www.derivative-calculator.net/">http://www.derivative-calculator.net/</a></li> </ul>

Texts	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Acellus Learning System</li> <li>• <u>Supplemented by Calculus for AP with CalcChat and CalcView</u> (Cengage Learning – 2017 edition)</li> </ul>
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### **COLLEGE PREP ALGEBRA – CORE COURSE**

Description	This is the fourth year that The Charter School is teaching this class to seniors and interested juniors. This class intended to teach students an extensive review and understanding in concept and analytics approach to Algebra and Geometry, After taking this class, students will be ready to take college placement exams and score at college level mathematics or higher. This class covers Fundamentals of Algebra, Equations, inequalities, graphs, and all kinds of functions. In addition, students get a better understanding of exponential, logarithmic functions, conic sections and finally sequences, series and binomial theorem.
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### **STATISTICS – CORE COURSE**

Description	Students engage in broader concepts as opposed to in-depth coverage. Students study sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Students will also learn about descriptive methods in regression and correlation, or contingency table analysis.
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### **SCIENCE PROGRAM**

Students are introduced to the recurring concepts and connections made within the various science disciplines, Earth Science, Life Science, Physical Science, Biology, Chemistry, and Physics enriched by their application to technology and the environment. Throughout the disciplines, students develop their critical thinking skills, as well as on the role of creativity in scientific thought. Students at all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data. Discovery Charter Preparatory is committed in the implementation of the Next Generation Science Standards (NGSS). To facilitate this transition students are being introduced to the NGSS Science and Engineering practices and concepts in all of their science classes. The main foundational skills: asking questions and defining problems, planning and carrying out investigations, analyzing and interpreting data, developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, using mathematics and computational thinking, and obtaining, evaluating and communicating information are being introduced in a three dimensional approach. Also, the crosscutting concepts of patterns, cause and effect: mechanism and prediction, scale, proportion, and quantity, systems and

system models, energy and matter: flows, cycles and conservation, structure and function, and stability and change will allow all of our students to develop questions that are more relevant, focused and sophisticated. The end goal of any scientific instruction is to assist our students in becoming increasingly proficient at posing questions that request relevant empirical evidence and challenge the premise of an argument or suitability of a design. To ensure access to the standards, teachers will use backwards planning as monitored by department chairs and administration through unit plans and lesson plans. To ensure mastery of the standards, teachers will use standards aligned formative and summative assessments to inform instruction.

#### **BIOLOGY – CORE COURSE**

Description	The main goal of this course is to introduce students to the study of living things. Specifically, students will have opportunities to master concepts in cell biology (what cells are and how they function), genetics (how genes play a role in how cells function and how organisms pass traits on to offspring), ecology (how all components of the environment depend on and relate to each other), evolution (the evidence for and mechanism of how living things have and continue to change over time), and physiology (how bodies of humans and other mammals function). Incorporated into the Biology course are various laboratory experiences including the use of microscopes, cell studies, experiments, natural selection labs and more. Students will have monthly projects and papers relating to the particular area of studies and will also have the opportunity to participate in various science related field trips. Comprehension will be assessed through various styles of assessments along with class presentations.
Course Objectives	Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in Biology, students should develop their own questions and perform investigations. In this course, students will apply the concepts of investigation and experimentation to the following subjects: 1. Cell Biology: The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. 2. Genetics: Mutation and sexual reproduction lead to genetic variation in a population. 3. Ecology: Stability in an ecosystem is a balance between competing effects.

	<p>4. Evolution: The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.</p> <p>5. Human Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.</p>
Resources	Bill Nye science themed DVD's, Amoeba Sisters videos and handouts, The Biology Coloring Book by Robert Griffin, Bozeman Science, Kahn Academy, Crash Course Biology, and various online science you- tube videos, Edhelper, Acellus, National Geographic magazine, Teacher Helping Teachers website, NGSS website and handouts, Science World magazine and other online and print handouts, California CST-Life Science, laptops and i-pads.
Texts	<u>Biology by Miller and Levine</u> (published by Prentice Hall) textbook and workbook and worksheets

#### CHEMISTRY – CORE COURSE

Description	Students will explore and study the composition and chemical behavior of the world. They describe, explain, and predict behavior of a physical system; describe, analyze, and predict chemical reactions; and engage in effective inquiry into scientific problems. Students also use experimental evidence, logical argument, graphs, and mathematical equations. Students utilize technology, scientific instruments and equipment to collect, store, and analyze data.
Course Objectives	Basic chemical principles such as matter, atomic structure, the periodic table, compounds, chemical equations, stoichiometry, gas laws, solutions, acids and bases, reaction rates, and electro chemistry.
Resources	Bill Nye Science themed DVD's, PBS produced documentaries such as "Hunting the Elements", "Uranium: Twisting the Dragons Tail", Percy Julian: Forgotten Genius", and "Absolute Zero". Other documentaries like "An Inconvenient Truth. Various Science videos, including Youtube. National Geographic Magazine and other publications that are science related, including articles related to current events such as climate change. Teacher created worksheets and experiments
Texts	<u>Chemistry</u> by Wilbraham, Staley, Matta, Waterman, Pearson Prentice Hall and related workbooks

**EARTH SCIENCE – NON-CORE COURSE**

Description	Students will be introduced to Earth based and space based astronomy, plate tectonics, energy in the Earth system, climate, biochemical cycles, structure/composition of atmosphere, geology, biogeochemical cycles and investigation and experimentation.
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**GENERAL SCIENCE – NON-CORE COURSE**

Description	This is a one-semester course that will help students make important connections between the science they read and what they experience every day. The course will cover basic chemical principles such as matter, atomic structure, the periodic table, chemical reactions, acids and bases, and carbon chemistry. The course will also look at biological principles, earth and space science and explore topics such as the earth's interior, its surface and its relationship to the solar system.
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**FOREIGN LANGUAGE PROGRAM: SPANISH**

All students learn a foreign language. Students begin with the grammatical groundwork for Spanish sentences and reading passages, which gradually increase in length and complexity. Students complete special long-range projects that are designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and videotapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels. In Spanish, students will be proficient in speaking, reading, listening and comprehension. Students will understand the rich diversity of Spanish speaking culture from past and present time. All Spanish classes will follow the California Framework Standards.

**SPANISH 1 – CORE COURSE**

Description	The goal of this course is to introduce students to Spanish language and culture. Language proficiency is developed through practicing formal and informal communication. The essentials of grammar are taught to reinforce the inter-related skills of speaking, listening, basic reading and writing. These are the skills required by the California Standards.
Course Objectives	In Spanish I, students will develop basic communication skills in Spanish. The second objective of this course is to introduce students to the culture of Spanish speaking countries. Students will begin to communicate in Spanish by: <ol style="list-style-type: none"> <li>1. Learning basic vocabulary</li> <li>2. Practicing vocabulary orally</li> <li>3. Begin to communicate in writing</li> </ol>

	<ol style="list-style-type: none"> <li>4. Read basic Spanish</li> <li>5. Begin listening, reading, speaking, and writing in Spanish.</li> <li>6. Introduce the cultural and historical framework of the Spanish-speaking community.</li> </ol>
Resources	Videos, smartboard
Texts	<ul style="list-style-type: none"> <li>• <u>iBuen Viaje! nivel 1</u> and workbook</li> <li>• English-Spanish/Spanish-English dictionary</li> </ul>

## SPANISH 2 – CORE COURSE

Description	An in-depth course that reviews and studies many of the same topics presented in Spanish I but to a greater extent. Students begin a more intensive study of the grammar and culture of Spanish-speaking people. Proficiency in listening, speaking, reading, and writing is the objective for all students. Students will continue to study Hispanic culture and traditions and will make presentations about the culture.
Course Objectives	<p>Speaking, writing, listening, and reading skills will expand as you are challenged with the language. Students will continue to study Hispanic culture and traditions and will have the opportunity to make presentations about the culture. One of the main grammatical themes for Spanish II will be learning how and when to use the two different past tenses, preterit and imperfect.</p> <ul style="list-style-type: none"> <li>• Improve listening, reading, speaking, and writing proficiency in Spanish.</li> <li>• Understand the cultural and historical framework of the Spanish-speaking community.</li> </ul>
Resources	<p>Websites Resources:</p> <p>-Spanish.glencoe.com, Quizlet.com, wordreference.com, rae.es</p>
Texts	<ul style="list-style-type: none"> <li>• <u>iBuen Viaje! nivel 2</u> and workbook</li> <li>• English-Spanish/Spanish-English dictionary</li> </ul>

## SPANISH 3 – CORE COURSE

Description	This course is designed for students who would like to continue improving their Spanish. In addition, this course will prepare students to learn fundamental skills to be successful in AP Spanish Language and Culture. Spanish 3 is an in-depth study of the Spanish language and culture. This course will continue to improve reading, writing and speaking as they become more interrelated throughout the course. The study of advanced vocabulary is emphasized.
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	Students will be introduced to literature. This course helps develop language skills that are useful for students and that can be applied to various activities and disciplines. The course focuses on interpersonal communication in Spanish.
Course Objectives	<p>The emphasis of the course is the use of Spanish for active communication with the following objectives:</p> <ol style="list-style-type: none"> <li>1. The ability to comprehend formal and informal spoken Spanish.</li> <li>2. The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish.</li> <li>3. The ability to compose expository passages.</li> <li>4. The ability to express ideas orally with accuracy and fluency.</li> </ol>
Resources	Important Websites: Spanish.glencoe.com, Quizlet.com, wordreference.com, rae.es
Texts	Descubre, Lengua y cultura del mundo hispánico, Level 3

#### **SPANISH 1 FOR NATIVE SPEAKERS – CORE COURSE**

Description	<p>This course focuses on the reading and writing process. Vocabulary, grammar, and literary concepts are emphasized. The student is introduced to literature such as short stories, poems, and novels. The student will learn to read, and write, while thoroughly studying the culture of Spanish Speaking countries. This class has the following objectives; the ability to comprehend formal and informal spoken Spanish, the acquisition of new vocabulary to allow the reading of newspapers, articles, and modern literature in Spanish, the ability to compose expository passages and express ideas orally with accuracy and fluency.</p>
Course Objectives	<p>Encompasses oral skills, reading, comprehension, grammar, and composition. Students will also study the culture/traditions of Spanish Speaking countries including their geography, and history. Students will be introduced to new vocabulary, newspaper and magazine articles from Spanish Speaking countries. Students will also be introduced to some Spanish Literature. The course emphasizes communication in Spanish.</p> <ul style="list-style-type: none"> <li>• Improve oral, listening, reading, and writing proficiency in Spanish.</li> </ul>

	<ul style="list-style-type: none"> <li>Introduce the cultural and historical framework of the Spanish-speaking community.</li> </ul>
Resources	English-Spanish/Spanish-English dictionary
Texts	<u>El español para nosotros nivel 1</u> and workbook 1

### SPANISH 2 FOR NATIVE SPEAKERS – CORE COURSE

Description	<p>This course is a continuation of Spanish 1 for native speakers. The course focuses on the reading and writing process. Vocabulary, grammar, and literary concepts are reinforced. Students will read excerpts from short stories, poems, and novels. Additionally, students will read newspapers and articles. Students will read, write, and continuously study the culture of Spanish Speaking Countries. This course helps develop language skills that are useful for students and can be applied in various disciplines. A great focus is given to compositional writing, which is an integral part of the Spanish 2 for Native Speakers Course.</p> <p>The Spanish 2 for native speakers course is designed to be comparable to advanced level (fifth and sixth- semester or equivalent) college/university Spanish language courses. Spanish 2 for native speakers is a continuation of Spanish 1 for native speakers. This course helps develop language skills that are useful for students and can be applied to various activities and disciplines.</p>
Course Objectives	<p>This course emphasizes active communication in Spanish, with the following objectives:</p> <ol style="list-style-type: none"> <li>1. The ability to comprehend formal and informal spoken Spanish.</li> <li>2. The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles as well as modern literature in Spanish.</li> <li>3. The ability to compose expository passages.</li> <li>4. The ability to express ideas orally with accuracy and fluency.</li> </ol>
Resources	<u>-El español para nosotros: Curso para hispanohablantes, Level 2</u> (workbook)
Texts	<u>El español para nosotros: Curso para hispanohablantes, Level 2</u>

### AP SPANISH LANGUAGE AND CULTURE – NON-CORE COURSE

Description	This class provides students with opportunities to develop language proficiency through interpretive, interpersonal, and presentational
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	<p>communication. This course will address the following themes: Global Challenges, Science and Technology, Contemporary Life, The Personal Identity, Family and Community, and Beauty and Aesthetics. It will focus on the integration of authentic resources including literature, essays, magazines, newspapers articles, and videos, providing a rich, diverse learning experience. This course places an emphasis on persuasive essays. All instruction, discussion, and writing is in Spanish to develop the language skills necessary to succeed on the AP Spanish Language and Culture exam.</p> <p>The AP Spanish Language and Culture is designed to be comparable to a (fifth and sixth semester or the equivalent) college/university Spanish Language course. This class provides</p> <p>Students with opportunities to develop language proficiency across the three modes of communications; interpersonal, interpretive, and presentational described by the Standards of Foreign Language learning in the 21<sup>st</sup> Century. This course will address the following themes: Global Challenges, Science and Technology, Contemporary Life, The Personal Identity, Family and Community, and the Beauty and the Aesthetic. It will focus on the integration of authentic resources including literature, essays, magazines, newspapers articles, and videos with the goal of providing a rich diverse learning experience.</p>
Course Objectives	<ul style="list-style-type: none"> <li>-Students will become familiar with their diversity of Hispanic Cultures in the Spanish-Speaking world including the United States.</li> <li>-Students will learn grammatical structural aspects, mechanics, (punctuation) and spelling of the Spanish Speaking Language.</li> <li>-Students will be able to understand and appreciate the regionalism that exists in the language that is spoken in many countries of the world.</li> <li>-Students will be exposed to all forms of writing: narrative, expository, persuasive, descriptive, and formal letters/emails.</li> <li>-Students will learn to organize their thoughts and present them in a coherent and interesting manner.</li> </ul>
Resources	<p>Website resources:</p> <ul style="list-style-type: none"> <li>-Spanish.glencoe.com,</li> <li>-Quizlet.com, wordreference.com, rae.es</li> <li>-www.rae.es</li> <li>-Wordreference.com</li> </ul>
Texts	<p><u>Abriendo Paso: Temas y Lecturas</u></p> <p><u>Abriendo Paso: Gramatica</u></p>

**AP SPANISH LITERATURE AND CULTURE – NON-CORE COURSE**

Description	<p>This course presents a thematic approach to the study of Spanish literature and culture. The readings from medieval to modern times allows students to examine the universality of literature, and make comparisons and connections through historical and contemporary cultural contexts. Students will explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture and film. This course prepares students to read and critically analyze representative works of Spanish literature in all genres. Students will focus on the terminology of textual analysis, learn to identify the different elements of style, and interpret texts in correct oral and written Spanish. All of the works from the required reading list for the AP Spanish Literature and Culture exam are read in full text form. All instruction, discussion, and writing is in Spanish in order to support the development of students' language proficiency necessary for success in the AP Spanish Literature and Culture course and exam.</p>
Course Objectives	<p>Students will demonstrate the ability to engage in literary criticism in a manner that reveals a personal response to literature. Students will demonstrate the ability to critique logic of informational, rhetorical, and expository texts by analyzing organization.</p> <p>Students will demonstrate the ability to use text to substantiate assertions about author purpose.</p> <p>Students will demonstrate the ability to evaluate social, cultural, and political influences of a time period in relation to its literature. Students will demonstrate the ability to identify and discuss the effects of form, structure, diction, syntax, figurative language, rhetorical technique and style as employed by authors.</p> <p>Students will demonstrate the ability to identify and use phrases, clauses, and correct punctuation.</p> <p>Students will demonstrate ability to use correct sentence construction and language.</p>
Resources	<p>Website Resources:</p> <p><a href="http://www.conjuguemos.com">www.conjuguemos.com</a> <a href="http://www.univion.com">www.univion.com</a> <a href="http://www.allaboutspanish.com">www.allaboutspanish.com</a> <a href="http://www.radiomundoreal.com">www.radiomundoreal.com</a> <a href="http://www.cnn.com/espanol">www.cnn.com/espanol</a> <a href="http://www.latinjazznet.com">www.latinjazznet.com</a> <a href="http://www.studyspanish.com">www.studyspanish.com</a> <a href="http://www.bbcmundo.com">www.bbcmundo.com</a></p>
Texts	<p><u>Abriendo Puertas, Ampliando Perspectivas</u> <u>Aproximaciones</u>. Friedman H. Edward, Valdivieso Teresa &amp; Virgilio Carmelo, McGrawHill,1999.</p>

	<u>Abiendo Paso: Lectura.</u> Diaz M. Jose, Nadel maria & Collins J. Stephen, Prentice Hall 2007.
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#### **GEOGRAPHY – NON-CORE COURSE**

Description	This course will introduce students to physical and cultural Geography worldwide. Students will not only become familiar with world nations and cultures, but they will also receive necessary background knowledge to prepare them for 10 <sup>th</sup> Grade World History.
Course Objectives	<ol style="list-style-type: none"> <li>1. To introduce students to physical and cultural geography around the world.</li> <li>2. To understand how similarities and differences between people and places shape the world today.</li> <li>3. To learn and enhance organization and study skills.</li> <li>4. To learn content that will prepare students to succeed in World History.</li> </ol>
Resources	various primary and secondary sources (Stanford, History.com, education.com, National Archives, National Geographic Xpeditions, National Geographic Bee, CIA World Factbook, Owlteacher.com, ) maps, atlas, Houghton Mifflin Geography Kit, Study guides, graphic organizers, vocabulary organizers videos (National Geographic, PBS, World-Geography Games), Newsela, cnn Kids, Google Docs, Google slides PowerPoint presentations, prezzi presentations, Remind app, randomly app, elmo
Texts	<u>World Geography and Cultures</u> , Glencoe Publishing

#### **WORLD HISTORY – CORE COURSE**

Description	World History introduces students to the concepts and events surrounding the following: the Enlightenment, the American Revolution, the French Revolution, the Industrial Revolution, the Russian Revolution, Colonialism, World War I, World War II, the Holocaust, the Vietnam War and more! Students will also work on study skills and social skills throughout the year. There will be a lot of material covered in a short period of time. World History has become an increasingly important topic in our ever shrinking world. Just as we must know and understand our own culture and nation, we must also have an unbiased understanding of other nations and cultures to function in a multicultural, global environment.
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Course Objectives	<p>Focus on World History from the 1500s to 1989. Specific topics of study will include:</p> <ol style="list-style-type: none"> <li>1. Absolute Monarchs in Europe</li> <li>2. The Enlightenment</li> <li>3. Enlightenment Thinkers (ex. Hobbes, Locke, Montesquieu)</li> <li>4. The American Revolution</li> <li>5. The French Revolution</li> <li>6. Napoleon and Marie Antoinette</li> <li>7. Nationalism</li> <li>8. Nationalist Revolutions in Latin America and Europe</li> <li>9. The Industrial Revolution</li> <li>10. Democracy and Progress</li> <li>11. Imperialism</li> <li>12. The Great War (ie. WWI)</li> <li>13. The Russian Revolution</li> <li>14. World War II</li> <li>15. The Holocaust</li> <li>16. Totalitarianism</li> <li>17. The Weimar Republic</li> <li>18. The Korean War</li> <li>19. The Vietnam War</li> <li>20. Terrorism</li> </ol>
Resources	<p>various primary and secondary sources (Stanford, History.com, education.com, National Archives, National Geographic Xpeditions, National Geographic Bee, CIA World Factbook, Owlteacher.com, ) maps, atlas, Houghton Mifflin Geography Kit, Study guides, graphic organizers, vocabulary organizers videos (National Geographic, PBS, World-Geography Games), Newsela, cnn Kids, Google Docs, Google slides PowerPoint presentations, prezi presentations, Remind app, randomly app, elmo</p>
Texts	<p><u>Modern World History: Patterns of Interaction</u> McDougal Littell</p>

#### U.S. HISTORY – CORE COURSE

Description	<p>Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major</p>
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	world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events.
Course Objectives	Students learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.
Resources	California History-Social Science Framework, Teacher Curriculum Institute, Stanford History Education Group Document-Based Questions, UC Irvine Social Science Primary Sources, Backwards Planning Curriculum Units Instructional Materials: literacy strategies include say, mean, matter for quotation analysis, SOAPStone, APPARTS, HIPPO, essential questions in US History Technology: Films, PowerPoint, Schlessinger Media Education Series (United States Origins to 2000)
Texts	<u>American Anthem: Modern American History, 2007.</u> Holt, Rinehart, and Winston.

#### U.S. Government – CORE COURSE

Description	U.S. Government is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. The principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights will be examined as will the roles of individuals and groups in the American political system. Students will compare the American system of government with other modern systems and assess the strengths and problems associated with the American system.
Course Objectives	<ul style="list-style-type: none"> <li>• Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</li> <li>• Formulate and defend positions on the scope and limits of rights and obligations ad democratic citizens, the relationships among them, and how they are secured.</li> <li>• Formulate and defend positions on what the fundamental values</li> </ul>

	<p>and principles of civil society are including the autonomous sphere of voluntary personal, social, and economic relations that are not part of government, their interdependence, and the meaning and importance of those values and principles for a free society.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the unique roles and responsibilities of the three branches of government established by the U.S. Constitution.</li> <li>• Examine landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</li> <li>• Evaluate issues regarding campaigns for national, state, and local elective offices.</li> <li>• Analyze and compare the powers and procedures of national, state, tribal, and local governments.</li> <li>• Formulate and defend positions on the influence of the media on American political life.</li> <li>• Analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</li> <li>• Analyze the influence of the federal government on the American economy.</li> <li>• Analyze current events, formulate questions and discuss the impact and implications on their daily lives and futures.</li> </ul>
Resources	<p>California History-Social Science Framework, Teacher Curriculum Institute, Stanford History Education Group Document-Based Questions, UC Irvine Social Science Primary Sources, Backwards Planning Curriculum Units</p> <p>Instructional Materials: literacy strategies include say, mean, matter for quotation analysis, SOAPStone, APPARTS, HIPPO,</p> <p>Technology: Films, PowerPoint, Schlessinger Media Education Series (United States Origins to 2000)</p>
Texts	<u>Magruder's American Government</u> , 2008: Pearson-Prentice Hall;

#### **ECONOMICS – CORE COURSE**

Description	<p>Students learn the history, concepts, and ideas of American economics. Students cover personal finance and business, the current American economy, supply and demand, national and international markets, and the economic impact of globalization. Students become informed participants in the American economy and understand how their personal economic choices affect and are affected by the American and global economies.</p>
Resources	iCivics

	Chase The Race Federal Reserve Web Site Interact Vote - A simulation of organizing and running a political campaign Michael Caine: Acting for Film Hook Hunger Games Selma The Butler Acting is Believing- Charles McGraw; Larry Clark The Power of the Actor - Ivana ChubbackGO
Texts	<u>MaGruder's American Government</u> Prentice Hall 2006 <u>Junior Achievement Economics</u> Text Book and Workbooks 2012

#### AP U.S. HISTORY – CORE COURSE

Description	<p>This course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include: American and National Identity, Migration and Settlement, Politics and Power, Work, Exchange, and Technology, America in the World, Geography and the Environment, and Culture and Society. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history. Students interpret documents, master a significant body of factual information, and write critical essays. Major historical events are explored in the context of social, political, and cultural themes. Students develop their ability to analyze historical evidence and historical interpretations, and express their analyses in writing. Students analyze, synthesize, and evaluate the various primary and secondary sources to prepare for the AP exam.</p>
Course Objectives	<ol style="list-style-type: none"> <li>1. Students will evaluate historical material and weigh the evidence and interpretations presented by conducting historical research. This includes analyzing primary source documents, secondary source documents, statistical tables, and pictures.</li> <li>2. Students will analyze themes of American History and trace developments in a particular category through several chronological periods.</li> </ol>

	<ol style="list-style-type: none"> <li>Students will be able to express themselves orally and in writing with clarity and precision.</li> <li>Students will understand cause and effect relationships in history.</li> <li>Students will understand how cause and effect relationships are subject to change as new research is uncovered.</li> <li>Students will have an opportunity to develop skills necessary for college readiness as well as have an opportunity to pass the AP exam and earn college credit if a qualifying score for exam is met. Many schools take scores of 3 as passing, though many require 4s and 5s for college credit.</li> </ol>
Resources	Use of various primary sources and secondary sources for each unit. Amsco Prep Book
Texts	Foner, Eric. <u>Give Me Liberty! An American History</u> . 3 <sup>rd</sup> ed. New York: W.W. Norton & Company, Inc., 2011.

#### **AP EUROPEAN HISTORY – CORE COURSE**

Description	Students increase their understanding of the cultural, economical, political, and social developments in European history as developed in World History. Students delve into the principal themes in modern European history. Students develop their ability to analyze historical evidence and historical interpretations, and express their analyses in writing. Students analyze, synthesize, and evaluate the various primary and secondary sources to prepare for the AP exam.
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#### **VISUAL AND PERFORMING ARTS (VAPA) PROGRAM**

Through arts education, students have the opportunities to advance artistically and cognitively, develop self-expression and self-confidence, and experience accomplishment. The Charter School Art Department emphasizes the California state standards for the visual and performing arts.

#### **ART 1 – CORE COURSE**

Description	This is a foundation course in high school art that establishes the groundwork for understanding and using art as a visual language (the elements and principles of design being the central vocabulary). Students will be introduced to the visual language of art through a combination of illustrated lectures, in class studio work and sketchbook assignments. The elements and principles of art are investigated and practiced. We will cover units that explore drawing, painting, printmaking, collage, sculpture, and art history.
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	The Introductory Art 1 Class prepares students for college level art classes.
Course Objectives	<p>Students will develop the ability to identify and interpret different types of art.</p> <p>Students will use appropriate art vocabulary when responding to artwork.</p> <p>Students will experience different types of media.</p> <p>Students will create and support their opinions on works of art.</p> <p>Students will demonstrate an understanding of different art career paths.</p> <p>Students will acknowledge how art plays a role in different world cultures.</p> <p>Students will apply what they learn in the visual arts across subject areas.</p>
Resources	Texts and Supplemental Instructional Materials, including art supplies
Texts	<u>The Visual Experience</u> Third Edition by Hobbs Salome and Vieth.

#### **ART II – NON-CORE COURSE**

Description	<p>Students deepen their understanding of art through a combination of illustrated lectures, in class studio work, sketchbook and journal assignments. They draw from the previous year's work in Art 1 to continue this analysis of a visual language with the intention to employ that language in a personal journey of expression, meaning, and culture. Students review the elements and principles of art and further investigate them in theory and in practice. They continue to explore two and three-dimensional media. Students critique the work of well-known artists as well as that of their classmates to show how paintings, sculpture, architecture, prints and crafts are created as visual statements with unique expressive, historical, cultural and social meanings.</p>
Course Objectives	<p>Students will develop the ability to identify and interpret different types of art.</p> <p>Students will use appropriate art vocabulary when responding to artwork.</p> <p>Students will experience different types of media.</p> <p>Students will create and support their opinions on works of art.</p> <p>Students will demonstrate an understanding of different art career paths.</p> <p>Students will acknowledge how art plays a role in different world cultures.</p>

	Students will apply what they learn in the visual arts across subject areas.
Resources	Texts and Supplemental Instructional Materials, including art supplies
Texts	<u>The Visual Experience</u> Third Edition by Hobbs Salome and Vieth.

#### **DRAMA – CORE COURSE**

Description	Students learn theater appreciation and acting in this introductory course. They examine the structure of drama, evaluate various works and playwrights, and explore technical design. Students memorize and perform monologues and scenes, as well as participate in improvisation and pantomime. Students also take part in the development, design, and production of an evening of theater.
Course Objectives	Artistic Perception: Development of Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre. Creative Expression: Development of Theatrical Skills; Creation and Invention of Theatre. Historical and Cultural Context: Role and Cultural Significance of Theatre, History of Theatre Aesthetic Valuing: Critical Assessment of Theatre; Derivation and Meaning from Works of Theatre Connections, Relationships, Applications: Connections and Applications; Careers and Career-Related Skills.

#### **YEARBOOK – NON-CORE COURSE**

Description	Students are introduced to all the elements of publishing and selling a yearbook in this course. Students spend time learning the elements and principles of design in order to produce a thoughtfully designed yearbook. They also are required to sell ad space and yearbooks after they design and layout the book itself. While producing the School's yearbook, they explore topics such as copywriting, photography, editing, marketing and accounting along the way.
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#### **PHYSICAL EDUCATION – CORE COURSE**

Description	Physical Education is an integral part of the total education of every student. The course objectives are designed to help students improve their quality of life through regular physical activity, increase their
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	physical competence, health-related fitness, self-responsibility, and overall enjoyment of physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and sports, and demonstrating personal responsibility in all areas of the curriculum.
Course Objectives	Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
Resources	Sports equipment, a variety of reading materials

### **COLLEGE PREPARATORY ELECTIVES**

Any of the above listed courses that meet the UC/CSU college preparatory elective requirement. Courses that meet the “g” requirement are: AP European History, AP Spanish Language (if taken as 3<sup>rd</sup> or 4<sup>th</sup> year of language), Art II, Creative Writing, Film Studies, Psychology, Sociology, World of Shakespeare, Trigonometry/Pre-Calculus (if taken as 4<sup>th</sup> year of math), and Statistics/Probability (if taken as 4<sup>th</sup> year of math).

### **SOCIOLOGY – NON-CORE COURSE**

Description	Students take a scientific approach to a study and analysis of culture, socialization, social organization, the development of society, study of social processes, human groups, social institutions, and the effects of group relations on human behavior. Students will also scrutinize many of the foundational theories in the field of sociology, including those from Comte, Durkheim, Marx, Mead, Merton, Mills, Spencer, and Weber. Through this course, students also strengthen general study skills, particularly analytical and critical thinking, expository writing and oral communications.
Resources	<ul style="list-style-type: none"> <li>• Smart Response Clickers</li> <li>• PowerPoint Presentations</li> <li>• YouTube Videos</li> <li>• Pearson Teacher Resources that accompany the textbook</li> <li>• Sociology Teacher Guide provided by the publisher</li> </ul>

	<ul style="list-style-type: none"> <li>Outside resources like video clips, journal readings, sociological inventories, surveys, and other measures used in sociological research</li> </ul>
Texts	<ul style="list-style-type: none"> <li>Sociology (Macionis – 2008 - 12<sup>th</sup> edition)</li> </ul>

#### **PSYCHOLOGY – NON-CORE COURSE**

Description	Students investigate a wide range of topics including the history of psychology, psychological philosophy, psychological development, and other related issues. Students are provided a broad introduction to the discipline of psychology, and are given a window to see the impact of psychology in their own lives.
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#### **Chicano Studies – NON-CORE COURSE**

Description	This course has been designed as a survey course of the Chicano/Mexican people prior to the Spanish colonization of the Americas to the present century. This course will provide an overview of culture, religion, education, economics, immigration, and civil rights. We will examine the Spanish, Indian, and Mexican contributions to the development of Western United States. Students will examine how the social constructs of race and class influence behavior and self-identity of the people of Mexican descent.
Course Objectives	In the process of reading and analyzing scholarly interpretations and firsthand accounts of the Natives perspective students will have the opportunity to lead class discussion. Students will also work on projects involving film. Students will conduct in-depth research and will learn about their heritage and the Latino/a experience in the west.
Texts	<u>Occupied America: A History of Chicanos (7<sup>th</sup> Edition)</u> by Rodolfo F. Acuna

#### **Creative Writing – NON-CORE COURSE**

Description	Students will create literature and read selected works from several genres. The primary objectives of the course are to help students become better readers and writers, and to better understand the creative process. Most importantly, students will have fun with ideas and language.
Course Objectives	Descriptive Writing; Character Development; Point of View/Perspective; and Plot

Texts	Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the direction of department chair and administration to ensure that texts are CCSS aligned.
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### Journalism – NON-CORE COURSE

Description	Journalism is an elective course that serves as a classroom for generating the school newspaper. In Journalism, students will be responsible for generating weekly online content for the newspaper. Students will be responsible for photography, writing, and editing in this class. The newspaper will require weekly content online via the website makemynewspaper.com. Content will be put on the Discovery Prep website weekly, with us printing out newspapers for the advisory classes bi-weekly.
Course Objectives	Students will have opportunities to work on skills interviewing, reviewing, creating opinion pieces, and reporting on the news.
Texts	Students will read a variety of texts, including novels, essays, poetry and other genres of writing. Backwards planning is used under the direction of department chair and administration to ensure that texts are CCSS aligned.

### COURSE LIST

On the chart below, courses required for graduation are specified using an asterisk (\*)

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	*English 9	*English 10 or English 10 Honors	*English 11 or English 11 Honors	*English 12 or English 12 Honors
2	Humanities	*World History	*US History	*US Government & Economics
3	Pre-Algebra, *Algebra I, or *Geometry	*Algebra I, *Geometry, or *Algebra II	*Geometry, *Algebra II, Trig/Pre-Calculus or Statistics	*Algebra II, Trig/Pre-Calculus or Statistics
4	Concept Math	*Biology	*Chemistry	CPE, Advanced VPA or Foreign Language Yr 3
5	*Physical Education	*Visual and Performing Arts (VPA)	*College Prep Elective (CPE) or *Advanced VPA	CPE
6	Science, Study Skills or Geography	*Foreign Language Yr 1	*Foreign Language Yr 2	CPE or College Class
7	Advisory	Advisory	Advisory	Advisory

The minimum number of credits required to graduate is 170.

## **INTERVENTION & ENRICHMENT PROGRAMS**

The Charter School provides numerous types of academic intervention to support the academic learning needs of our students that include:

- Academic tutoring offered by classroom teachers
- Academic enrichment program via Youth Policy Institute (YPI)

The Charter School offers the following courses for academic intervention/remediation:

- Acellus is an online program used for remediation, support, extended learning and course recovery. Acellus allows students to learn at their own pace and on their own schedule. Students earn credit by mastering all of the concepts within a course and successfully passing the required exams. Acellus courses are standards-based and provide a full online learning experience in each subject area. Each student may take up to six courses simultaneously and the selection of courses may be adjusted at any time. Acellus is able to customize the course to the individual pace and level of each student. As the student progresses through the course, every response is recorded and monitored, and through I2 technology, personalized help videos are delivered right when the student needs assistance in a concept.
- Achieve3000 is used for all students. It provides differentiated instruction for Rti, extended learning, and to track students' reading levels. The goal is to improve students' reading, writing, and comprehension levels to reach and exceed mastery as laid out in the CCSS.
- i-Ready is an intervention program used primarily with English Learners and Students with Disabilities. i-Ready is an online, adaptive, individualized, diagnostic assessment that determines competency on Common Core math and reading skills. Results drive instruction as teachers work towards satisfying each student's individual needs. i-Ready delivers engaging online lessons at each student's level based on results from our online adaptive Diagnostic, pinpoints students' abilities down to the sub-skill level and provides educators with a detailed action plan and resources for differentiated instruction. The Charter School uses this assessment for teachers to have immediate access to data that identifies individual student's strengths and weaknesses so they can plan appropriate instruction for each child. An added benefit of the i-Ready assessment is that it resembles CAASPP's format. The program then delivers best-practice, teacher-led, Common Core lessons that relate directly to skills assessed in the Diagnostic.
- Rosetta Stone is used for students who are new English Learners and have little to no previous exposure to the English language. Rosetta Stone enables students with limited or no exposure to a language to develop everyday conversational skills. It is a guided, self-paced environment that focuses on fundamentals. It allows students to refine and expand their existing language skills. Realistic conversation and activities help develop metalinguistic awareness. Rosetta Stone Provides content and instructional options for online language learning customized to student needs.
- Dreambox Learning is a Common Core aligned math intervention course that creates a seamless integration that serves as a supplemental math course. Dreambox collects over 50,000 data points per hour for each student, which are analyzed to determine

individual students' problem solving methods. This allows the program to adapt the lesson with appropriate scaffolds to meet the learning needs of the student. The program integrates face-to-face learning with technology-based instruction that uses rich visuals, sound design and interactivity supports to help deepen math comprehension for struggling students. All lessons include both Spanish and English features, which enable students to learn in the language that works for them, especially our ELL. This program is targeted for students who are performing at 2-3 below grade-level.

### **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.

The Charter School earned a 6-year Accreditation in the spring of 2013 and had its 3-year mid-cycle review in Spring of 2016. The School counselor ensures that all core courses and electives are UC A-G approved as part of the School's College and Career Readiness Program.

The Charter School conducts graduation checks every semester for each student. Parents are provided with a letter—that is sent home—outlining progress on A-G requirements. The letter states that all courses are A-G approved and transferrable to any other high school for fulfillment of state college entrance requirements. This letter is provided in both English and in Spanish.

### **ACADEMIC CALENDAR & 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.

At The Charter School the school year starts in August and ends June. The School calendar is similar to that of the Los Angeles Unified School District (LAUSD). The School provides all students with 177 instructional days and the school day starts at 7:55am and ends at 3:15pm; Monday through Thursday, and 7:55am – 1:35pm on Fridays.

The following chart provides the number of instructional days and instructional minutes by grade level.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
9	Y	139	405	0	0	38	305	0	0	177	64800	67885	3085
10	Y	139	405	0	0	38	305	0	0	177	64800	67885	3085
11	Y	139	405	0	0	38	305	0	0	177	64800	67885	3085
12	Y	139	405	0	0	38	305	0	0	177	64800	67885	3085

## BELL SCHEDULE

The following chart is the bell schedule for Monday – Thursday (for grades 9-12)

Period	Time Begin	Time End	Minutes
1	7:55 a.m.	9:00 a.m.	65
2	9:05 a.m.	10:00 a.m.	55
Break	10:00 a.m.	10:05 a.m.	5
3	10:10 a.m.	11:05 a.m.	55
4	11:10 a.m.	12:05 p.m.	55
Lunch	12:05 p.m.	12:35 p.m.	30
5	12:40 p.m.	1:35 p.m.	55
6	1:40 p.m.	2:35 p.m.	55
Advisory	2:40 p.m.	3:15 p.m.	35

The following schedule is for Minimum Day on Fridays (for grades 9-12)

Period	Time Begin	Time End	Minutes
1	7:55 a.m.	8:50 a.m.	55
2	8:55 a.m.	9:40 a.m.	45
Break	9:40 a.m.	9:45 a.m.	5
3	9:50 a.m.	10:35 a.m.	45
4	10:40 a.m.	11:25 a.m.	45
Lunch	11:25 a.m.	11:55 a.m.	30
5	12:00 p.m.	12:45 p.m.	45
6	12:50 p.m.	1:35 p.m.	45



## SAMPLE STUDENT SCHEDULE



### Schedule List View

Exp	Trm	Crs-Sec	Course Name	Teacher	Room	Enroll	Leave
1(M-F)	S1	108-1	Algebra II (A)	Gaudet, Dana S.	M3	08/15/2016	12/16/2016
2(M-F)	S1	H105-2	US Government	Enman, Susan Samm	H3	08/15/2016	12/16/2016
3(M-F)	S1	AC-1	Acellus (A)	Pendleton, Garrett	Comp Lab	08/18/2016	12/16/2016
4(M-F)	S1	SP102-1	Spanish 2 (A)	Sanchez, Mayra	A3	08/18/2016	12/16/2016
5(M-F)	S1	209-3	English 12 (A)	Tavelman, Jackie M	E1	08/18/2016	12/16/2016
6(M-F)	S1	CS101-2	Chicano Studies (A)	Larios, Alexandra N	H2	08/26/2016	12/16/2016
A(M-F)	S1	4001-12	Advisory (A)	Noorlander, Arie P	S1	08/15/2016	12/16/2016
16-17 Semester 1							
Entire Year Schedule							

## ACADEMIC SCHOOL CALENDAR

The following is the academic calendar for the 2017-18 School year.

### July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 - Independence Day

### January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 - New Year's Day

1-5 - Winter Recess

8 - Start Unit 5

15 - Martin Luther King Day

17 - Parent Meeting

### August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8-12 Staff Development/Pupil Free

21 - First Day of Instruction

28 - Start Unit 1

30 - Parent Meeting

### February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

12 - Start Unit 6

14 - Parent Meeting

16 - Staff Development/Pupil Free

19 - President's Day

### September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 - Labor Day

13 - Back to School Night

15 - Staff Development/Pupil Free

18 - Start Unit 2

### March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

14 - Open House

19 - Start Unit 7

26-30 - Spring Recess

### October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 - Indigenous Peoples Day

11 - Parent Meeting

20 - Staff Development/Pupil Free

23 - 27 Midterms/Start Unit 3

31 - Halloween

### April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1 - Easter

2 - Cesar E. Chavez Day Observed

11 - Parent Meeting

22 - Earth Day

### November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

8 - Parent Meeting

10 - Veterans Day Observed

13 - Start Unit 4

20-24 - Thanksgiving Recess

### May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 - Start Unit 8

9 - Parent Meeting

28 - Memorial Day

14-18 - State Testing

### December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

13 - Parent Meeting

12-14 - Finals

15 - Pupil Free Day

18-31 - Winter Recess

25 - Christmas

31 - New Year's Eve

### June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1-14 - Finals

15 - Pupil Free Day

15 - Graduation Mission College

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## **PROFESSIONAL DEVELOPMENT**

The Charter School uses multiple mediums and resources to ensure the recruitment of highly qualified teachers who can deliver the educational program. All job openings are posted on EdJoin. The charter school also has partnerships with faculty members at UCLA, CSULA, CSUN, and National University who provide recommendations for qualified candidates when there are open positions.

The Charter School provides a multitude of opportunities for faculty, staff, and administrators to receive professional development training and attend off-site training programs that includes: conferences, courses, and workshops. A total of 8 non-instructional days are allocated for professional development annually.

To foster professionalism among the entire staff in the decision-making process, The Charter School provides time and resources for faculty, administration, and out-of-classroom personnel to attend workshops, conferences, and meetings on educational research, student support, best-practices and curriculum development.

The Charter School uses a one-day per week model of afternoon trainings for the entire faculty and staff. These weekly professional development meetings provide compensated meeting times for all staff to update their content-area knowledge, analyze and evaluate student performance, plan instructional units and investigate new strategies for implementing a standards-based curriculum for all students. Weekly professional development meetings also allow for a variety of groups to meet, including departments, grade-level teams, and committees, including whole-group meetings as a faculty. Professional Development emphasizes the use of academic rigor during instruction, data analysis, and aligning lessons and assessments with the Common Core State Standards. All group faculty meetings include School business, Data Director/technology integration, and the use of research-based pedagogical strategies. Additionally, these group faculty meetings include specific compliance trainings for state-mandated reporting, instructional accommodations for Students with Disabilities, and work-place compliance standards.

Each month teachers meet in grade-level and department-level teams to discuss student achievement data and formulate strategies to help struggling learners close the achievement gap. Additionally, teachers collaborate and share best practices.

As a result of the findings from the CAASPP results for the past two years, the shift in professional development is now on addressing the academic needs of English Language Learners and Special Education students. This includes the use of SDAIE and Explicit Direct Instruction (EDI) strategies. When teachers attend off-site professional development, the content is then shared with the entire teaching staff during the Friday meeting.

The following are the topics of professional development that our teachers will continue to receive: Training on Acellus, Adaptive Leadership, Restorative Practices, Common Core State Standards including Next Generation Science Standards (NGSS), Understanding NWEA Results, presentations by the Anti-Defamation League, Communicative Intelligence, Using Data to Drive Instructional Decision making, Supervision of Instruction, Classroom Management, Meeting the needs of All Learners – Special Education, English Language Learners and Gifted Students.

In addition, The Charter School’s Leadership and faculty have been provided with customized professional development by the California State University Dominguez Hills (CSUDH) as part of their Innovative School Leadership four-year grant. This provides the School with experts specializing in: Explicit Direct Instruction (EDI) strategies and Restorative Justice. Other opportunities include weekend conferences on topics that include: Building a Generative and Positive School Culture, Trauma Informed Practices and Schools that Care, Leadership, and Shaping School Culture and Instruction.

The charter School’s administration and faculty conduct walk-throughs as an assessment tool to gather evidence of whether strategies taught in professional development are implemented in the classroom. These observation teams include an administrator paired with a teacher(s) that utilize Data collection sheets. A focus question is agreed upon, for example: “Does the teacher use Active Participation and Checking for understanding strategies during the observation?” Another focus question may be: “Are the students engaged in learning? Provide evidence.” The individual data collection sheet is then collected and the evidence is tallied. The results are shared, discussed and reflected upon with the entire faculty during the Friday meeting.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **ENGLISH LANGUAGE 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.

#### **ENGLISH LEARNERS:**

The Charter School meets the needs of English Learners by providing courses and resources that support their English language acquisition and mastery of the English Language Development (ELD) Standards. Students' EL status is checked upon enrollment using CALPADS. Additionally, upon enrollment, parents complete the Home Language Survey. When a language other than English is identified, the student is assessed for language proficiency in English through the CELDT/ELPAC.

The charter school administers placement exams in English Language Arts and mathematics. Based on data from cumulative files and placement exams, students are identified by their EL level. EL 1's and 2's and place in an English Language Development support class during the school day to meet their needs. EL 3's and 4's are placed in an English Enhancement class to support their needs. Student progress is monitored in all classes, via weekly grade checks, lexile level improvement, NWEA assessments, and CELDT scores.

### **Reclassification Criteria**

The State Board of Education’s Reclassification Guidelines serve as the foundation for Discovery

Prep’s reclassification criteria. Minimum scores required for each of the reclassification criteria

are:

<b>Evaluation</b>	<b>Minimum Scores</b>
CELDT	Level 4 overall (no domain score less than 3)
CAASPP <ul style="list-style-type: none"><li>• English Language Arts</li><li>• Mathematics</li></ul>	(For 11 <sup>th</sup> grade students) Students will achieve at least “Meets Expectations” or higher
Writing Assessment	3 (at grade level) (4 pts possible)
Core Class Grades	Students pass all core subject classes with 70% or above
NWEA	By reaching the individual projected RIT growth target or Reading/Language – student scores “Average” (or above) on Reading and Language Assessments
Teacher Input and Observation	Grade Level Achievement of Core Curricular Standards
Parent Input and Consultation	Discuss with parent criteria to get input for reclassification

Once students are reclassified, their progress is tracked through test scores and weekly class grade reports. If necessary, students are provided with interventions, including i-Ready and tutoring.

The Charter School has its own English Learner Master Plan. The programs and assessments implemented are to ensure that students are meeting benchmarks and making progress towards English fluency and mastery of the English Language Development standards.

## **ELD COURSE**

The Charter School provides designated instruction for all ELL students through a structured ELD Course that uses an ELD guide. This structured program teaches children through a systematic and explicit scaffolding of skills that build upon each other. By taking into account the individual needs of students, providing them with practice, and engaging reading materials. Reading comprehension skills were developed through vocabulary work, guided reading activities and discussion. It is a basic course in English writing and grammar for non-native speakers of English. It stresses basic writing skills such as types of sentences and proper use of simple grammar structures, basic connectors, and descriptive vocabulary. Students are able to read for pleasure and academic purposes. Basic reading strategies were introduced with a strong emphasis on vocabulary development. The major verb tenses (present simple, present continuous, simple past) were introduced.

Long term English Learners (LTELS) are provided with extra supports: Students placed in mainstream (heterogeneous) classes in order to have ample opportunity to use English in academic settings and to communicate with peers; explicit academic and literacy development across the curriculum (lessons designed around language objectives); use of Achieve3000 to assess academic gaps that have accrued and aid in language development and literacy development; English Enhancement classes which emphasize writing, academic vocabulary, active engagement, and oral language; tutoring by teachers and by YPI; placement in Native Speakers classes (and AP classes) for Spanish

The Charter school uses the results of the CELDT exam to help place students in appropriate courses based on their English proficiency level and needs. ELPAC meetings are used to analyze student data and programs and to suggest refinements as needed to ensure that students are making progress.

## **STUDENTS ACHIEVING ABOVE GRADE LEVEL**

The Charter School identifies high achieving students using both state mandated and local assessments, placement examinations, PSAT results, teacher recommendations, academic grades, student motivation and student cumulative files. Students are not identified as GATE, rather as high achieving. High achieving students are provided the option to enroll in Acellus, a self-paced computer learning program, Honors and Advanced Placement courses, including dual-enrollment options at the Los Angeles Mission College. These courses are offered during the regular school day at the Charter School and at Los Angeles Mission College by teachers and college professors. Progress is monitored by the College Counselor to ensure that students are receiving a relevant instructional program.

## **STUDENTS ACHIEVING BELOW GRADE LEVEL**

All students review their academic grades on a weekly basis during their Advisory course. Students identified as low achieving based on their weekly grades and test scores are referred to the School's Administration for one-on-one consultation with the principal. During the consultation, the student and principal discuss resources available to support the student

academically. Students are then strongly encouraged to attend after-school tutoring in the targeted subject-area of need for a period of 30 minutes per day up to 3 times per week. In addition, the student may also be provided with an academic/behavioral log and content that each teacher is required to sign indicating the student's behavior and status of assignment completion. This form must be turned in to administration on a daily basis. The purpose is to provide the student with the appropriate support and encouragement so that they will excel.

### **SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME**

Approximately 88% of students at The Charter School identify as Socio-economically Disadvantaged. Meeting their needs begins with serving daily breakfast in the classroom, to ensure that students are well nourished and can focus on learning. Teachers and staff understand that students may not have the resources at home to complete assignments and go out of their way to ensure that students have access to the resources they need. The charter School provides students with School supplies including other materials the student may need. Students also have access to the School's computer lab, iPads, and other technology devices to assist them in completing coursework. After School tutoring provides students the opportunity to complete coursework and receive academic tutoring from teachers.

In addition, English Language Learners (ELL) are provided with additional support courses during the instruction day: English Enhancement 3 and 4; and English Language Development Courses for those at Level 1 and 2 as identified by the CELDT assessment. Students who require additional academic intervention will be assigned i-Ready, Achieve 3000 and Rosetta Stone, web-based academic intervention programs to support the student and to build the skills they need to excel academically. The Charter School provides academic logs to monitor student progress and avoid students falling behind in their coursework directly affecting their academic grades.

### **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.

The Charter School Resource Specialist Program (RSP) provides students with a combination of consultative support, co-teaching in the general education classroom, and direct instruction outside the general education classroom. All levels of RSP support must be available at the School site in order to meet all students' needs.

<p><b>RSP: Level 1 – Consultative Special Education Support with general education teachers (Special Education teacher frequently and systematically consults with general education teachers)</b></p> <ul style="list-style-type: none"> <li>• Special education teacher implements a system and time to provide consultation to general education teachers and students (with administrative facilitation if needed)</li> <li>• Special education teacher observes classroom instruction, student response to instruction, and provides feedback to general education teacher</li> <li>• Special education teacher shares recommendations with general education teachers for adapted materials, instructional strategies, grading protocols and accommodations</li> <li>• Special education teacher implements a system of student progress monitoring and communicates with general education teacher to adjust instruction and supports</li> </ul>	<p>Students served at this level require minimal support and are performing at grade level and are passing all classes with a C or better. Typically, they have scored Basic or Proficient on State Wide Assessments</p>
<p><b>RSP: Level 2 – Special Education Support for students <i>within</i> general education classroom (Special education teacher and general education teachers collaborate and jointly deliver instruction)</b></p> <ul style="list-style-type: none"> <li>• Special education teacher co-plans lessons with general education teachers</li> <li>• Special education teacher and general education teacher jointly deliver instruction through a variety co-teaching models, as appropriate</li> <li>• Special education teacher and general education teacher jointly develop and implement clear teaching roles and responsibilities for each co-teaching model</li> <li>• Special education teacher and general education teacher reflect on effectiveness of co-teaching practices and plan adjustments</li> </ul>	<p>Students at this level require a small amount of support within the general education setting. They are receiving passing grades in all core classes. Typically, they have scored Basic on State Wide Assessments</p>
<p><b>RSP: Level 3 – Special Education Support for students <i>outside</i> the general education classroom (Special education teacher provides instruction during Advisory)</b></p> <ul style="list-style-type: none"> <li>• Special education teacher implements a system to pull students in small groups for support during Advisory</li> </ul>	<p>Students at this level require a bit more support than just co-teaching and collaboration between teachers. They are passing most classes.</p>

<ul style="list-style-type: none"> <li>• Special education teacher collaborates with general education teachers to determine student needs and priorities for support</li> <li>• Special education teacher delivers support services in accordance with students' IEPs in the areas of academics, vocational, and/or behavior.</li> </ul>	They usually score Below Basic
<p><b>RSP: Level 4 – Special Education Support for students <i>outside</i> the general education classroom (Special education teacher provides instruction in a learning center or Academic Success classroom.)</b></p> <ul style="list-style-type: none"> <li>• Academic Success (or equivalent intervention class) has a structure with clear expectations, routines, grading policy, syllabus, course outline, and unit plans which are clearly communicated to students</li> <li>• Academic Success (or equivalent intervention class) teacher creates lesson plans which include intervention on reading, writing, and math; instruction on organization skills, study skills, self advocacy, and transition</li> </ul> <p>Academic Success (or equivalent intervention class) includes time allotted to systematically provide support with work from other classes</p>	Students at this level require consistent pull out support from the general education setting. They are failing one or more classes. Typically, they score BB/FBB on the Statewide Assessment or take the CMA.

### **Foster and Socioeconomically Disadvantaged Youth**

The Charter School attends homeless and foster youth liaison meetings and receives information from the Division of Student Support Services in the Los Angeles County Office of Education (LACOE) to initially identify and better support homeless and foster youth. Under the Local Control Funding Formula (LCFF), one of LACOE's identified state priorities is to coordinate services, including working with the county child welfare agency to share information, respond to the needs of the juvenile court system, and ensure transfer of education records.

Consideration of alternative paths to graduation will allow all student subgroups to move forward toward post-secondary education and career options.

Most students at the Charter School are from socioeconomically disadvantaged backgrounds. Students are identified as socioeconomically disadvantaged by their Free/Reduced Lunch applications and using CALPADS.

The charter school creates positive relationships through placement with an Advisory teacher for all four years of high school so that students have an advocate on campus. Counselors conduct Individual Graduation Plan meetings to review students' high school graduation requirements and post-secondary options. Socioeconomically disadvantaged students have not always been given the necessary help required to understand academics and school culture that contribute to success.

With low class sizes, the Charter School can ensure individual attention and a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, enrichment opportunities and will enable students to benefit from more focused attention. Students are monitored via weekly grade checks, local and state test scores, and check-ins with any assigned counselors and social services. Interventions are provided as needed to ensure that students are on track to graduate.

### **A TYPICAL DAY**

When “Victor” meets the school bus at Humphrey Park to get a ride to DP’s new school location at 13570 Eldridge Avenue in Sylmar, he talks to his friend about the Football Team’s 48 to 28 victory last game.

As the 7:50 bells rings, Victor will make his way to class...English class, say. If his teacher is not outside ushering students into their classrooms, Victor will receive a greeting from that teacher at the door. That teacher will remind Victor to get his breakfast in the classroom, which is served daily at DP, to ensure students start their learning day not being hungry. The “RAP” (Discovery Prep’s school-wide warm-up/anticipatory set, “review and preview”) on the board will direct Victor—and twenty or so of his peers—in an activity to begin class and, when the 7:55 bell rings, Victor will be sitting at his desk following the RAP’s instructions; in this case, it may be to take a lyric sheet from a basket, follow along as a song is played, and then respond to some thematic writing prompt. During this time, the teacher will be taking role and handing out corrected work. Victor’s work will include a grade and constructive comments. After a few minutes, the teacher might prompt a peer exchange, launch into a discussion, or collect Victor’s writing. The class’s agenda/objective will be made clear to Victor, and he’ll experience a quick transition to...reading literature, for instance. The reading will keep him on his toes since he may, at any moment, be asked to respond to the work or to read aloud. One thing is for certain; Victor won’t be allowed to “tune out.” It is unlikely that he will want to, as he will find the time spent in class both dynamic and engaging. The class may end with another activity, a brief re-cap, or an explanation of any homework (which Victor will also find written on the board). Once the bell rings and the teacher dismisses the class, Victor and his classmates will head to 2<sup>nd</sup> period.

Victor will have five minutes to get to 2<sup>nd</sup> period. In reality, with DP’s limited space, he may only need twenty seconds, but might visit his locker, use the restroom, need to relay a message to a friend, or choose to head in to class early. Though DP only has a few hundred students, its corridor can be a slow-moving one during the passing periods. Still, in any given passing period, Victor knows so very many students, regardless of whether or not they are in his grade, that he’ll experience the passing with both a mutual understanding and a pleasant patience.

Victor’s 2<sup>nd</sup> period class...Biology say, will begin with a similar dynamic as English—as do *all* of Victor’s classes—with the RAP. His teacher’s instructions and expectations will be clear from the get-go. Victor understands that class begins as soon as the tardy bell rings; he expects this

punctuality. Again, the class' objectives will be made clear to Victor, and again, he will experience a smooth, distinct transition. This time, however, it may be to continue his partnered experiment and document his results while the teacher strolls about engaging students with various questions and appropriate adjustments. Victor will again experience a teacher enthused and invested in his learning. Victor will feel as an individual at DP. He will ever be treated with respect and consideration, and he will know clearly that those attributes will be expected of him from the teaching staff and administration.

After 2<sup>nd</sup> period, Victor will enjoy a 10 minute break. He may wait outside the kitchen for a snack and orange juice. He may head to the garden benches at the rear of campus to cram for a Spanish quiz. Even in this back corner of the School, Victor will find a security officer or some adult supervision. He and his pals will know that DP both insists upon their positive behavior at School *and* remains a safe environment for them; it's quite clear to Victor that Discovery Prep is a sanctuary in an otherwise challenging neighborhood.

Victor's 3<sup>rd</sup> period foreign language class and 4<sup>th</sup> period math class keep him engaged. He may take a quiz, further develop a creative group project, and perhaps re-approach yesterday's difficult lesson from a new perspective. Victor understands what the "A-G requirements" mean; he knows that DP is guiding him to fulfill them. Again, he'll find his individual classes engaging and rigorous. He'll find his teachers to be both sincere and committed to his progress.

Lunch period, as with any high school, is boisterous. At DP, the entire school shares this time. Teachers walk about, eating, helping students. Victor will again find the main corridor crowded, but he'll appreciate the communal experience. After lining up to receive his lunch from the kitchen (chicken nuggets, green beans...), he may choose to eat at a round table, on the grass up front, or head into a classroom for some academic assistance. Most classroom doors remain open during this time, and Victor knows full well that he can visit his Humanities teacher for a deeper understanding of the subject matter. If he so chooses, Victor may head to the courts to play a game of basketball, or to the field to play a game of soccer, or to play catch with his friends.

After Victor's 5<sup>th</sup> and 6<sup>th</sup> period classes, he heads to Advisory. Advisory is a very special component of any student's day at DP. Advisory begins with twelve minutes of silent reading—not homework time, but a practice of reading for the mere joy of it. During sustained silent reading (SSR), Victor's Advisor calls him up for a brief chat in which Victor reviews his current grades and, if he does not already know, gains a clear understanding of why he may be struggling in a particular class (perhaps he has been turning in work late, perhaps he has been bombing the weekly quizzes...it is all apparent on PowerSchool). Victor's Advisor has been his Advisor since 9<sup>th</sup> grade and will remain his Advisor until he graduates. Victor understands that his Advisor is his advocate and is genuinely invested in his academic success. Should Victor continue to struggle in a class or two, his Advisor might orchestrate an action plan of sorts—an agreement involving measurable, attainable goals for Victor to reach. The Advisor might mandate that Victor attend after-school tutoring for a period of time, until an ailing grade

improves, or a poor school habit disappears. Once SSR ends, Victor is lead through a grade appropriate activity by his Advisor—this may involve study skills, PSAT prep, or college applications.

As the final bell ends the day, Victor places any Advisory work into his portfolio and exits the classroom. He might trek home, or head to football practice; or he might very well stay at school for music lessons, a play rehearsal, go to the computer lab to complete homework, attend daily after-school tutoring, visit a teacher for some help or walk to LA Mission College to attend his Criminal Justice or Psychology class. Again, for Victor, The Charter School serves as a haven of sorts—one that continually pushes him to raise his academic expectations and meet them; one that sees him as the individual he is and applauds him along the way.

## ELEMENT 2: MEASURABLE PUPIL OUTCOMES

### ELEMENT 3: METHODS OF ASSESSMENTS

*“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**

Refer to LCFF State Priorities chart provided in Element 1.

#### **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE**

Refer to LCFF State Priorities chart provided in Element 1.

For students in grades 9, 10, and 12 who do not take the CAASPP assessments, the school uses other data to assess academic growth and achievement. Such data includes performance on



midterm and final examinations, performance on NWEA, and weekly grade checks. The Charter School will assess student academic growth and achievement based on measurable goals: Individual students will improve RIT level by reaching their projected RIT growth targets on NWEA tests from fall to spring; students will increase their score range on each NWEA test and students will pass all core classes with grades of 70% or above.

#### **PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES**

Refer to LCFF State Priorities chart provided in Element 1.

#### **METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENTS**

Students are expected to make improvement based on their individual needs and goals. They are expected to pass all core courses with a grade of 70% or higher.

The following chart provides an overview of the types of local and state-mandated assessments administered by subject area and frequency. These types of assessments are used to develop annual measurable outcomes, and further refine school wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, ensure student college and career readiness, and measure program efficacy. The School's Director, teachers and staff are held accountable by the School's governing board, to ensure all students are meeting annual growth targets and school wide measurable outcomes.

ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
<b>ENGLISH LANGUAGE ARTS</b>			
CAASPP/SBAC (EAP)	Grade 11	State Mandated	ANNUALLY
NWEA MAP BENCHMARK	9-12	Local Assessment	3 times/year
INTERNAL ASSESSMENTS	9-12	Local Assessment	5-6 times/year
FORMATIVE ASSESSMENTS	9-12	Local Assessment	Varies
WRITING ASSESSMENTS	9-12	Local Assessment	Varies
<b>MATHEMATICS</b>			
CAASPP/SBAC (EAP)	Grade 11	State Mandated	ANNUALLY
NWEA MAP BENCHMARK	9-12	Local Assessment	3 times/year
INTERNAL ASSESSMENTS	9-12	Local Assessment	5-6 times/year
FORMATIVE ASSESSMENTS	9-12	Local Assessment	Varies
<b>SCIENCE</b>			
CST SCIENCE	GRADE 10	State Mandated	ANNUALLY
INTERNAL ASSESSMENTS	9-12	Local Assessment	5-6 times/year
INTERIM ASSESSMENTS	9-12	Local Assessment	3 times/year
PUBLISHER DESIGNED ASSESSMENT	9-12	Local Assessment	Daily, weekly, or monthly
FORMATIVE ASSESSMENTS	9-12	Local Assessment	Varies
<b>HISTORY</b>			
INTERNAL ASSESSMENTS	9-12	Local Assessment	5-6 times/year
FORMATIVE ASSESSMENTS	9-12	Local Assessment	Varies
<b>ENGLISH LANGUAGE DEVELOPMENT</b>			
CELDT/ELPAC	9-12	State Mandated	ANNUALLY
INTERNALLY CREATED ASSESSMENTS	9-12	Local Assessment	Daily and/or weekly
INTERIM ASSESSMENTS	9-12	Local Assessment	3 times/year
<b>PHYSICAL EDUCATION</b>			
PHYSICAL FITNESS TEST (PFT)	GRADE 9	State Mandated	ANNUALLY

## NWEA MEASURES OF ACADEMIC PROGRESS

The Charter School has implemented the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading, Writing and mathematics for all grade levels, and is administered three times per year during the months of August, December and May.

NWEA MAP was selected as The Charter School's internal assessment to measure and monitor the academic progress of all students by grade level in Reading, Language and Mathematics. It provides rich-informative longitudinal data using individualized RIT scores with projected growth targets based on students with similar backgrounds at a national level.

## **DATA ANALYSIS & REPORTING**

The Charter School is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program. Data is used to identify students who need intervention and students who need academic enrichment in the form of course enrollment and supplemental resources. In preparation for the next year, The Charter School Administration convenes the teacher leadership team to aid in gathering, analyzing and synthesizing data. This is an ongoing process that will occur several times in the early months of the school year. The most recent CAASPP, CELDT, SAT, AP, and NWEA MAP data is reviewed using our review process that begins with analysis of individual and content area data by department. This department review includes providing recommendations for the upcoming year based on the demonstrated weaknesses presented in the data. Next, the teacher leadership team analyzes the school-wide data to make recommendations for programming and interdisciplinary actions for the upcoming year. Throughout the year teachers base their planning, pacing and assessment on the data driven recommendations from their departments and the ongoing data provided by internal assessments and Administration benchmark assessments. This department and grade level review of data will occur at least monthly. Data is shared with parents during monthly parent meetings, PAC and ELAC meetings. Also, information and surveys are sent home to parents who cannot attend meetings. Their input is used to help administration and the board of directors make decisions regarding programs and resources that best meet the needs of students.

## **GRADING, PROGRESS REPORTING & RETENTION**

### **Grading**

Discovery Prep gives opportunities for students to demonstrate their knowledge of each standard through various modalities. Students earn participation grades for being engaged in class activities and discussions. Classwork and quizzes allow students to strengthen their learning through group and individual activities. Each class assigns at least two projects per semester, which act as summative assessments and allow students to show creativity through different mediums, such as presentations, debates, brochures, movies, etc. Through the different types of assignments, students demonstrate the knowledge and skills required by the CCSS and have the opportunity to show their strengths in diverse ways.

### **Grade Scales**

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and below

**A student must receive a grade of C or above to receive credit for a course.**

## Progress Reporting

Parents will be notified of student progress continually through parent meetings, parent conferences and letters sent home by advisors. All parents and guardians will have access to the online grade book program. This allows parents to continually monitor their child's grades. Report cards will be sent home at the end of each semester. Parents will also be mailed the NWEA and CAASPP testing results for their child each year.

Progress reports will be sent home in October, December, March, and May. Final semester report cards will be sent home at the end of each semester in December and in June. Discovery Prep has an open-door policy that encourages parents to make appointments with their child's teacher(s) at any point during the year.

Parent conferences are scheduled once per semester, whereby parents are invited to meet with grade level teachers to discuss student performance.

## Retention

At Discovery Prep, no student is retained at any grade level. Discovery Prep offers multiple opportunities for students to make up coursework; recovery courses are offered all year, in traditional and blended learning environments. All necessary resources are made available to encourage every student to meet graduation requirements.

#### ELEMENT 4: GOVERNANCE STRUCTURE

***“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**

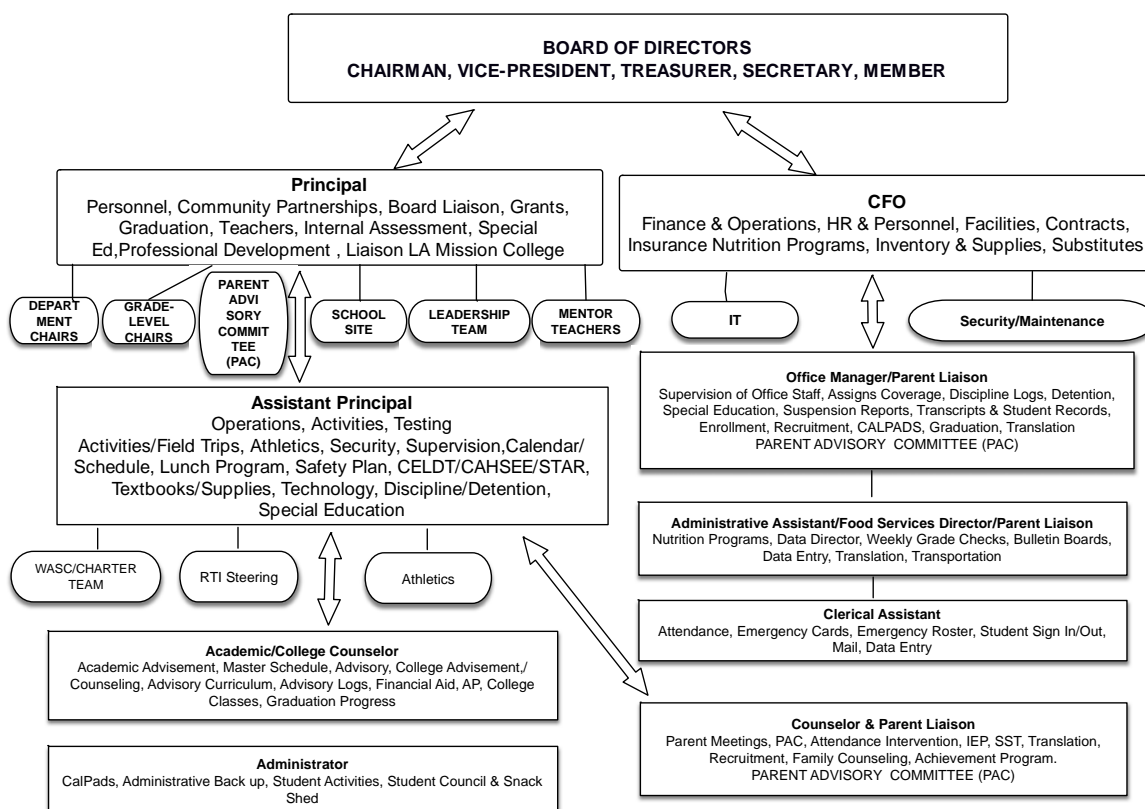
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, 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.

## GOVERNANCE STRUCTURE



The Charter School governance structure is stable and strong. The board is actively involved in providing support, management and oversight to the School. Discovery Prep is governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law.



## GOVERNING BOARD COMPOSITION & MEMBER COMPOSITION

### GOVERNING BOARD MEMBERS

The authorized number of directors of Discovery Prep (“Directors”) shall be not less than [five] or more than [twelve]; the exact authorized number to be fixed, within these limits, by resolution of the Board. Discovery Prep’s governing board collectively has extensive experience in all areas required to effectively govern a charter public School district. Discovery Prep’s board members consist of leaders in education, social work, law, law enforcement, and business. Several of the board members also have experience on other governing boards. The members of Discovery Prep’s governing board for the 2016-2017 School year and a brief summary of their relevant experience follows:

**Julian Almaraz, Board President.** Mr. Almaraz, now retired, was a supervisor for the Los Angeles Police Department. He has served as a uniformed patrol officer, a member of the narcotics unit, and as a juvenile intervention officer. His breadth of law enforcement experience provides him with a perspective on the social actors and factors that threaten our students and equips him to create educational policies that improve our students’ chances of successfully navigating and overcoming these obstacles.

**Alondra Hernández, Vice President.** Ms. Hernández is a social worker for the Los Angeles County Department of Mental Health who is fluent in Spanish. She also has been trained as a specialist in youth and gang violence intervention. Her work brings her in regular, close contact with the community we serve and provides her with insight into how Discovery Prep’s board policies can support the mental health of the children with our district.

**Jas Dhillon, Treasurer.** Mr. Dhillon is a businessman with extensive experience in finance, operations, and fundraising. He has operated numerous businesses including 7-Eleven, Subway, Roundtable Pizza, 7-Seas Mini Markets, Togo’s Sandwiches and Chubby’s Diners. His experience provides board with valuable expertise in formulating policies and conducting oversight of Discovery Prep’s operational, financial, and fundraising activities. Mr. Dhillon has extensive governance experience as a board member of the Boys and Girls Club of San Fernando Valley, the Los Angeles Police Department’s Foothill Advisory Booster Association, the Valley Economic Alliance, and the Pacoima Chamber of Commerce.

**Lori Brogin, Secretary.** Ms. Brogin is an attorney with experience evaluating policies, codes, and ordinances. Her legal expertise supports the board in anticipating, analyzing, and responding to legal issues. Ms. Brogin has extensive governance experience as a commissioner for the Los Angeles County Workforce Investment Board, a board member of the Economic Alliance of the San Fernando Valley, and a member of the fund development committee for the San Fernando Valley Girl Scout Council.

**Dr. Ken Nielsen, Member.** Mr. Nielsen is the president emeritus of Woodbury University. His

breath of experience and expertise in educational leadership and governance supports the board in formulating educational policies that are responsive to our students needs now and in the future. Dr. Nielsen has served as a member of the board of the Los Angeles Chamber of Commerce, the Economic Alliance, YMCA, Boy Scouts of America, and Valley Industry and Commerce Association.

#### **LENGTH/ROTATION OF SERVICE TERMS**

Directors shall be elected at each annual meeting of the Board for [one] year terms by the affirmative vote of a majority of the Directors then in office and in attendance at the meeting, assuming a quorum is present. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which he or she was elected and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with the Bylaws and California Nonprofit Corporation Law. By resolution, the Board may arrange for terms to be staggered.

#### **PROCESS AND POTENTIAL CONSIDERATIONS FOR DETERMINING A NEED TO SELECT/ADD BOARD MEMBER**

##### **BOARD MEMBER QUALIFICATIONS**

The Board seeks to elect directors who have demonstrated a history of leadership and service within their communities and who can contribute specific experience, qualifications, attributes and skills to Discovery Prep. For example, prospective candidates may be nominated based on their area of professional expertise (i.e. educational, financial, human resources, legal) or on their demonstrated record of leadership within the community.

##### **BOARD MEMBER SELECTION CRITERIA**

The Board seeks to elect directors with specific experience, qualifications, attributes and skills that will strengthen its governance capabilities and contribute to the achievement of Discovery Prep's mission and vision. The Board also seeks candidates contribute to the diversity of our board by offering differences in viewpoint, professional experience, education, skill and other individual qualities and attributes that contribute to the heterogeneity of the board.

##### **BOARD MEMBER SELECTION PROCESS**

After determining the board positions that need to be filled, the board shall post the positions on the Discovery Prep website and invite interested parties submit a letter of intent, a biography, and resume. Individuals may be invited to serve by a board member recommendation and a vote of the full board. Candidates who are nominated by the board will have the opportunity to have their resumes reviewed by the board, attend an interview with existing board members, and attend at least one board meeting. Once all nominees have completed the process, selection shall be put to a Board vote.

##### **PROCESS FOR FILLING BOARD VACANCIES**

If there is a vacancy on the Board, including a vacancy created by the removal of a Director, the Board may fill such vacancy by electing an additional Director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, additional

directors may be elected to fill such vacancies by (i) the affirmative vote of a majority of the Directors in office at a meeting held according to notice or waivers complying with section 5211 of the California Nonprofit Corporation Law, or (ii) a sole remaining Director. Furthermore, if the Director whose office is vacant was the Charter Authorizer Director, then the charter authorizer may appoint a Charter Authorizer Director to fill the vacancy.

Each Director elected to fill a vacancy shall hold office until the expiration of the term of the replaced Director, and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office. (Bylaws, Article 3, Section 17)

## **GOVERNANCE PROCEDURES & OPERATIONS**

### **LOCATION AND FREQUENCY OF GOVERNING BOARD AND COMMITTEE MEETINGS**

Meetings shall be held at the principal office of the Charter School unless otherwise provided by the board or at such place within the jurisdictional boundaries of LAUSD which has been designated from time to time by resolution of the Board of Directors.

Regular meetings of the Board will generally be held on the second or third Monday of each month, unless such day falls on a legal holiday, in which event the regular meeting shall be held the same hour the next business day. The Board of Directors by a majority vote may reschedule the meeting for up to thirty days.

Regular meetings are normally scheduled business meetings of the board. In compliance with the Brown Act, the Board shall abide by the following terms: (a) an agenda must be posted containing a brief, general description of each matter to be considered at least 72 hours prior to the meeting; (b) items not on the posted agenda may be considered if an emergency situation exists, there is a need for immediate action that came to the board's attention after the agenda was posted 2/3 vote or unanimous vote if less than 2/3 of the board is present), or the item to be discussed was held over from a recent (within five days) previous meeting's agenda; (c) minutes shall be taken and shall be made available to the public; and (d) the public shall be permitted to address board, but board may set time limits on such comments.

### **PROCESS AND TIMELINE FOR SETTING ANNUAL CALENDAR OF GOVERNING BOARD AND COMMITTEE MEETINGS**

Regular meetings of Directors shall be held on the second or third Monday of each month at 4:30 PM, unless such day falls on a legal holiday. The Board of Directors by a majority vote may

reschedule the meeting for up to thirty days.

#### **LOCATION(S) FOR POSTING BOARD AND COMMITTEE MEETING AGENDAS**

Discovery Prep Board meetings are held at the Discovery Charter Preparatory School 13570 Eldridge Avenue Sylmar, California 91342. Board meeting agendas are posted outside the Auditorium at the school site and online at the Discovery Prep website.

#### **SPECIFIC PROCEDURES THAT WILL ENSURE COMPLIANCE WITH KEY BROWN ACT REQUIREMENTS**

The Ralph M. Brown Act (the “Brown Act”) guarantees the public’s right to attend and participate in meetings of local legislative bodies. (Cal. Gov. Code §§ 54950 - 54962). The governing board implements the following procedures to ensure compliance with important Brown Act’s requirements. Board members receive annual training on the Ralph M. Brown Act during their term of office. The Board agenda also allocates time for public comment at each regular board meeting.

#### **REGULAR MEETINGS**

The Board posts an agenda containing a brief, general description of each matter to be considered at least 72 hours prior to the meeting. The agenda regularly contains a speaking slot for public comment. Items not on the posted agenda may be considered under special circumstances. Minutes are taken at each board meeting and are open to the public.

#### **SPECIAL MEETINGS**

The Board may call a special meeting prior to the next regularly scheduled board meeting, if necessary to meet time deadlines. The Board requires a minimum of 24-hours written notice to board members and the public prior to holding a special meeting. The Board requires the agenda for the special meeting to be posted at least 24 hours prior to the meeting and only items on the posted agenda are permissible for discussion during at the meeting. The board takes minutes and makes them open to the public

#### **EMERGENCY MEETINGS**

The Board reserves emergency meetings for extreme cases, such as the case of work stoppage or crippling disaster. One hour of notice is required and must be given by phone to the local media. Only listed agenda items may be considered. Minutes of the meeting are required and must be posted in public within 10 days of the meeting.

#### **CLOSED SESSION**

The Board may conduct a closed session when considering certain issues including the following:

- 1) Specified personnel matters including appointment, employment, evaluation of performance, discipline, or dismissal of an employee, to hear complaints or charges

against an employee. The employee must be notified of the closed session at least 24 hours in advance and has the right to request that the hearing be conducted in public.

- 2) Pending litigation: The Board may meet in closed session to receive advice from its legal counsel when open discussion would negatively affect the School's and the district's position in litigation.
- 3) Labor negotiations: To consider labor negotiations (salaries, compensation, etc.) with represented and unrepresented employees.
- 4) Real estate negotiations: To consider price and terms of payment regarding the purchase, sale, exchange, or lease of real property.
- 5) Public security: The Board may meet with the Attorney General, DA, sheriff, or chief of police in closed session on matters posing a threat to the security of public buildings and public services and facilities.
- 6) Student discipline: Student discipline issues must be addressed in closed session unless the parents or student request otherwise (in order not to violate state and federal laws about the privacy of student records). After tentatively deciding the student's case in closed session, the board must vote publicly and take action in public session.

#### **CLOSED SESSION PROCEDURES**

The Board lists the topics for closed sessions on the posted agenda for the meeting and references the section of the Brown Act that provides authorization.

If the board plans to go into closed, because a need for immediate action that came to the board's attention after the agenda was posted and was not previously posted on the agenda, then

The Board, however, may take action on items of business not appearing on the posted agenda under certain conditions: (1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Education Code Section 54956.5; (2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present that there is a need to take immediate action and that the need for action came to the attention of the Board subsequent to the agenda being posted; or (3) The item was posted pursuant to subdivision (a) for a prior meeting of the Board occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken. (Education Code Section 54954.2b)

Before going into closed session, there must be a public announcement about what will be discussed and the appropriate section of the Brown Act section must be cited. When the closed session commences, the board may only consider those matters that they announced for discuss.

After the closed session, the Board must provide an oral or written report in public session on the action taken and the vote or abstention of every board member. Secret ballots are not allowed. Minutes may be taken during closed sessions, but they are not public records and must be kept confidential. However, any subsequent public declarations in open session about actions the board has taken in closed session may be recorded in the public meeting minutes.

#### **QUORUM REQUIREMENTS**

A quorum shall consist of a majority of the sitting Directors. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of the corporation, or by law, no business shall be considered by the board at any meeting at which a quorum is not present and the only motion which the President shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board. (Bylaws, Article 3, Section 13)

The directors present at a duly called and held meeting at which a quorum is initially present may not continue to do business if there is a loss of a quorum at the meeting.

#### **BOARD ACTION (VOTING) REQUIREMENTS**

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of the corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board. (Bylaws, Article 3, Section 14)

#### **ABSTENTION**

A majority of all of the membership of the Board must vote affirmatively in order to approve any action.

#### **TELECONFERENCE PARTICIPATION**

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment provided the following requirements are satisfied: (a) A quorum of the members of the board must be physically present at a location within the jurisdictional boundaries of LAUSD during the meeting; (b) agendas must be posted at each location where each board member is physically participating; (c) each teleconference location shall be identified in the notice and agenda of the meeting; (d) each teleconference

location shall be accessible to the public; and (e) all votes taken during a teleconference meeting shall be by roll call.

## **STAKEHOLDER INVOLVEMENT**

### **The role of parents and staff in the governance of the School**

The Charter School consults all stakeholders to develop the LCAP and annual update. Will implement annual student/parent surveys during school, online and at Parent meetings to measure School climate, experience and address identified needs. Teachers meet regularly to review data and determine the needs of students. PAC, and the Board of Directors with Administration review the information annually in order to determine programming.

#### **Board Meetings**

The Charter School's governing board meetings welcome parents and staff as well as all members of the public. Board meeting agendas regularly contain designated slots for public comment and a teachers' report at the top of the board agenda so that parents and teachers can voice their thoughts and ask questions directly to the governing board members.

#### **PARENT LIAISON**

Discovery Prep also employs a parent liaison who engages in outreach to parents and involves parents in School policy including evaluation of the content and effectiveness of policy. Parental input and feedback for revisions of policies is actively solicited and communicated to school leadership.

### **The process by which the Charter School will consult with parents and teachers regarding the School's educational program**

Discovery Charter Preparatory received feedback from parents in a range of ways. Our teachers regularly hear parent feedback and relay that feedback in meetings with the school administration and fellow teachers. Our administrators are engaged in regular and continuous dialogue with parents about the education of their children through regular interaction with parents in school based meetings and events. Our board invites public comment at each of its meetings.

## **PARENT INVOLVEMENT IN DECISION-MAKING**

### **SCHOOL SITE COUNCIL (SSC)**

Discovery School Site Council and monthly parent meetings allow parents to be actively involved in their child's education. The school site council is a group of teachers, parents, classified employees and students that works with the principal to develop, review and evaluate school improvement programs and School budgets. The members of the site council are elected by the stakeholder group they represent. The group meets once a month. Over the course of the year, the site council considers the goals of Discovery Prep and then works with the principal to evaluate the school's progress toward those goals. In their evaluation the council reviews school test scores, attendance and discipline records, parent surveys and input from the students. Privacy rights are protected by redacting student names from confidential information. After looking at the school's progress the site council and the principal create a plan for improvement. School site council members do not represent their own interests. They have an obligation to make decisions that will best serve the whole school community.

### **PARENT ADVISORY COUNCIL**

Discovery Prep has an established Parent Advisory Council (PAC) with officers and bylaws consisting of active parent members. PAC members are parents of currently enrolled students who accepted the offer of joining PAC when announced at the parent monthly meetings, where it was open for any parent who would like to join. They meet once a month. Their role is advisory: PAC helps develop and recommend an improvement plan for issues that are most important to them. For example: expanding security, safety, and implementing adequate discipline policies. PAC is also involved in assessing the improvement plan. They assist with fundraising. PAC keeps an open line of communication between parents and the School. They also help to prepare agenda for monthly parent meetings.



## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

## **EMPLOYEE POSITIONS & QUALIFICATIONS**

Qualifications of all employees shall be sufficient to ensure the health and safety of the School’s faculty, staff and pupils.

### **PRINCIPAL**

Selection of the Principal will be based on proven experience in educational leadership, educational vision, expertise in curriculum design and evaluation, and experience as an administrator and teacher. The Principal will serve as the educational leader and chief executive of Discovery Prep by being responsible for direction of the educational program, participation in staff and pupil activities, and establishment of effective community relations, as well as perform other job-related duties as assigned by the Governing Board of Directors. The Principal reports directly to The Charter School Board of Directors. Qualifications for this position include: bachelor’s degree or master’s degree preferred, teaching credential,

administrative services credential preferred, and successful teaching and management experience. Principal duties include:

- **Leadership & Curriculum Development:** Assumes overall responsibility and provides leadership to the faculty in seeking better ways to maximize the development of each individual student by implementing curriculum and designing professional development to improve educational goals and objectives set forth by principal, assistant principal and department chairs. Responsible for management of the information system that provides diagnostic, prescriptive, and evaluative data regarding individual learning achievement, policy and decision-making process on matters affecting Discovery Prep.
- **Evaluation & Supervision:** Assumes overall responsibility for the assistant principal and other certificated and classified personnel as indicated in organizational chart. Responsible for selecting, assigning, and evaluating all certificated and classified personnel assigned to the School. Ensures that all School activities are adequately planned and supervised and that oversees the day-to-day operations of the School.
- **Finance & Reporting:** Assumes overall responsibility for the safeguarding and expenditure of student related funds. Prepares budget in conjunction with the CFO, assistant principals and department chairs. Provides supervision of records and reports as required by the State of California for all state funded programs.

#### **ASSISTANT PRINCIPAL OF OPERATIONS AND ACTIVITIES**

The Principal will recruit, interview and recommend candidates to the Board of Directors for the position of Assistant Principal. Selection of Assistant Principal will be based on proven experience in educational leadership, educational vision, and demonstrated ability in program design or development. Qualifications for this position include: bachelor's degree or master's preferred, teaching credential, administrative services credential preferred, and successful teaching experience. The Assistant Principal will:

- Report to the Principal
- Support day-to-day operations of the Charter School.
- Coordinate and implements crisis management plans including emergency evacuations and lock-downs.
- Creates and implements School policies and procedures regarding student activities.
- Coordinates testing including CELDT, CAASPP, etc.
- Ensure implementation of instructional program, including planning and internal assessment.
- Assist with student discipline.
- Assume management of the Charter School in absence of the Principal.

#### **ADMINISTRATOR**

The administrator is a full time teacher who also takes on administrative duties. He or she will also hold an administrative service credential. The Administrator will:

- Report to the Principal
- Analyze data and prepare reports

- Organize senior activities
- Oversee CALPADS data
- Organize Student Activities, Senior Activities and snack shed
- Run Student Council

## **COLLEGE COUNSELOR**

Minimum qualifications for counselors include a bachelor's degree and a clear pupil personnel services credential. A master's degree and teaching experience is preferred. The College Counselor will:

- Create and execute a master schedule that ensures all students take and pass all UC/CSU "a-g" required courses by the end of senior year.
- Plan all college admissions activities including, but not limited to college visits, college related testing, and college application/financial aid related processes.
- Provide college application and financial aid workshops.
- Inform students, administration and parents of students who require remediation in order to complete graduation requirements.
- Create and oversee the delivery of college preparation and testing preparation curriculum for Advisory

## **TEACHERS**

Teachers will be selected by the Principal, Assistant Principal and Department/Grade Level Chairs. Discovery Prep shall hire highly qualified teachers that are committed to education and the mission of the school. Teachers are expected to exhibit critical thinking and communication skills, effective teaching strategies, and subject matter expertise. Although teachers are expected to have additional qualifications, the minimum criteria for consideration include: B.A. or its equivalent in subject area commonly taught in a public School, a California State credential, or out-of-state credential approved by the State of California's Commission of Teaching. Teachers who earned their credentials before CLAD was embedded, must have received their CLAD certification. Teachers without credentials are eligible to teach noncore courses and must meet the criteria set forth by the California Commission on Teacher Credentialing. Teachers will:

- Provide a quality, enriched and integrated standards based curriculum.
- Create daily lesson plans, unit plans, skill binders, and pacing plans.
- Create an academic learning environment that is rigorous and college preparatory.
- Establish a safe and effective learning environment with strong classroom management and high student engagement.
- Provide a continual assessment of student progress and maintain records. Use a wide variety of data sources to assess student performance towards content goals, School and state benchmarks, and internal standards based assessments.
- Provide remediation to students when possible.

- Continue to work on professional growth, including clearing credentials, attending conferences and Schoolwide and external professional development, and pursuing masters degrees.
- Strive for continuous and open communication with parents and community members.
- Participate in ongoing peer and administrator evaluations.
- Demonstrate professional performance including regular, punctual attendance, meeting timelines for academic materials, grading, and test readiness.
- Actively enforce School rules and policies.

### **CHIEF FINANCIAL OFFICER**

Directs and reviews the financial, business, and plant operations of the School. Qualifications for this position include a degree in business and/or accounting and experience with financial oversight, organizational management, and internal controls. This position reports directly to the Board of Directors and maintains the following:

- Finance – General Ledger, Accounts Receivable, Accounts Payable, Bank Reconciliations, Monthly Financial Statements, Annual Budget, Annual Audit, and Tax Returns.
- Business – Insurances, Leases, and Contracts, Purchasing and Inventory
- Funding/Reporting – Applications for and record keeping of Federal, State, and local funding.
- Human Resources – Payroll, Quarterly/Annual Payroll Tax Returns, Compliance Requirements, and Employee Benefits.
- Plant Operations – Capital Improvements and Contractual Repairs and Maintenance.

### **OFFICE/CLERICAL STAFF**

Essential Duties and Responsibilities

- Responsible for attendance, which includes obtaining and compiling daily attendance records and reports.
- Performs administrative assistance which involves training office staff, screening and recording calls and requests, takes care of all correspondence, text book orders.
- Oversees lottery by keeping accurate and timely records, scheduling and coordinating lottery date and conducting lottery.
- Responsible for managing applications and transcripts, verifying transcripts, receiving and processing applications for employment.
- Assisting in purchasing, transportation, travel arrangements and field trips. Performs scheduling duties. Assists in the collection of data required for the preparation of reports to the charter entity and other appropriate bodies.
- Answers phones and professionally greets callers, takes and distributes phones
- Messages timely and accurately. Welcomes parents, children and guests to the School Coordinates mailings and copying. Other duties and responsibilities as assigned.

Qualifications include:

- Knowledge of English composition, basic arithmetic, office practices and procedures, operation of various office machines, Microsoft office, and web browsing.
- Office personnel should have the ability to organize files, keep accurate records, implement School procedures, order supplies, prepare correspondence, provide English/Spanish translation and work effectively with employees, students and the public.
- High School diploma (or GED) or higher degree—Three to four years similar The Charter School experience.—Must be knowledgeable of current School software and a variety of electronic tools including internet, email, and voicemail—Demonstrated ability to relate well to adults and children.
- Coordinates completion of a variety of general office activities and provides support to the School administrator by performing the following duties personally or through subordinates.

### **CUSTODIAL STAFF**

Custodial staff should have the training and experience to provide campus beautification, facilities maintenance and repairs, stock supplies, and maintain restrooms and grounds.

### **PUPIL SERVICES AND ATTENDANCE (PSA) COUNSELOR**

PSA Counselor works with students and School personnel to maximize attendance among individual students and improve the School's average daily attendance.

Responsibilities:

- Coordinate mailing of truancy letters;
- Schedules meetings with students and parents regarding truanies and excessive absences; home visits and district correspondence, as necessary.

Minimum qualifications for Pupil Services and Attendance (PSA Counselor) applicant will need: An earned Master's or advanced degree of at least equivalent standard in the field of counseling, social work, psychology, educational psychology, education, or other related field. And either:

- One year of supervised field experience, as verified by an approved institution, in social work, School counseling, or School psychology.
- One year of successful full-time service in a certificated position which required a Pupil Personnel Service Credential.

### **PARENT & COMMUNITY LIAISON**

Minimum qualifications include proficiency in English and Spanish and experience working with parents. At least three years of experience in a position of working with parents at the high school level. The Parent & Community Liaison will:

- Organize and plan parent involvement program.
- Facilitate Parent Advisory Council, the parent leadership group.

- Provide intervention for students with attendance or behavioral issues.
- Provide School-based counseling services to families.
- Increase communication between the home and School.

## ELEMENT 6: HEALTH & SAFETY

***“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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public School. Charter School shall maintain student immunization, health examination, and health screening records on file.



**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**CUSTODIAN OF RECORD**

The Chief Financial Officer serves as the Custodian of Records for the School.

**STUDENT HEALTH & WELLNESS**

The Charter School is committed to providing a School environment that promotes and protects students' health, wellbeing, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and provides clean, safe, and pleasant settings and adequate time for students to eat. The Charter School participates in appropriate and available federal School meal programs (including the School Breakfast Program (SBP) and the National School Lunch Program (NSLP).

Counseling services will be provided for all students in need of additional social and emotional health support. The Charter School operates as a drug, alcohol, and tobacco free workplace.

## ELEMENT 7: RACIAL & ETHNIC BALANCE

***“The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the School district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)***

### **COURT-ORDERED INTEGRATION**

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

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

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

## **PLAN FOR ACHIEVING AND MAINTAINING LAUSD’S RACIAL AND ETHNIC BALANCE GOAL**

Discovery Prep strives to achieve a racial and ethnic balance amongst its student body that is reflective of the general population residing within the territorial jurisdiction of LAUSD. Discovery Prep will take reasonably feasible steps to prevent school segregation and its accompanying harms in its district so that all students can enjoy the benefits of an integrated education. An outreach plan will be developed and updated annually, including marketing materials to be mailed to homes and community based organizations in the targeted community, in addition to onsite presentations, school tours; and flyer distribution at community meetings and events. The following is the means by which the Discovery Prep will accomplish this goal:

1. The Charter will host informational meetings at a diverse array of local community centers serving diverse cultures to inform the community about the School.
2. The Charter will partner with and conduct outreach to a diverse array of community-based organizations, such as cultural centers, places of worship, medical and social service clinics, career counseling centers, job skills centers, and military recruiting offices, to meet recruitment goals.
3. The Charter will advertise in diverse local newspapers, local radio stations, and social media sites.
4. The Charter will provide translated informative materials in [English and Spanish].
5. The Charter will provide an open enrollment period of at least 30 days.

### **HOW THE PLAN WILL ACHIEVE AND MAINTAIN THE LAUSD RACIAL AND ETHNIC BALANCE GOAL**

Discovery Prep's student outreach and recruitment strategies will attract a diverse pool of student applicants and enrolled students. We will document our efforts to recruit a diverse pool of students and track the success of our results. We will maintain data on the ethnic and racial diversity of our student applicants and enrolled students with the aim of maintaining a diverse and inclusive school community. We will work also to accommodate the language needs of students and parents during outreach events through staff, parent volunteers, and community support. Further, Discovery Prep will task at least one staff member developing our relationships with diverse community organizations, such as the [Boys and Girls Club, Pacoima Community Youth Culture Center, and Pukúu Cultural Community Services].

Based on the neighborhood demographics in Sylmar, our School is confident that our outreach efforts will meet the District's goals for establishing a diverse enrollment in the School. As a result of serving a high population of Spanish speakers in this area, outreach efforts are conducted in both English and Spanish.

## **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.

## **ADMISSION REQUIREMENTS**

The Charter is an open enrollment, tuition-free public School with no specific requirements for admission. The Charter School actively recruits a diverse student population from the vicinity of

Pacoima and Sylmar; a student population that is historically low achieving and economically disadvantaged. Recruited students are encouraged to understand and value the School's mission and commit to the School's instructional and operational philosophy.

- When the number of pupils who wish to attend the Charter School's capacity, a lottery will be held.
- McKinney-Vento Homeless Assistance Act: School Services include: workshops to educate staff about the unique needs of homeless families, ensuring students receive required support and services; activities other than direct instruction that promote student learning, like tutoring, special education, and English language learner; funds and attire to participate in class projects and attend field trips, etc.; basic needs such as clothing, supplies, breakfast, lunch, snacks and assistance with healthcare.
- The Charter School will include specific information in outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the School is open to enroll and provide services for all students.
- 

#### **STEPS FOR ENROLLMENT:**

The following outlines the steps to enrollment for prospective students:

**Step 1:** Interested parents and students must complete a Lottery Application.

- Each space request card will have a receipt that should be kept in a safe place as proof that a space request has been submitted.
- If the School loses a space request, only the receipt will prove that the space request was obtained. Space request forms are available all year and may be submitted at any time.

**Step 2:** Open enrollment for second semester begins in October of the current year. Open enrollment for next year begins in December. In March, parents and students are invited to an orientation. Once enrollment for the next Charter School year begins, the Charter School invites all students and parents who completed a Lottery Form to an informational meeting. The meeting will also be open to interested students and parents who did not complete a request card, where parents are also notified that their presence is important during the meeting. At this meeting, the Charter School communicates timelines, rules, procedures, etc. for open enrollment and lottery.

- The meeting will also be advertised on The Charter School's website.
  - Check The Charter School's website or call the Charter School at 818-897-1187.
- The first informational meeting will generally take place in March for enrollment the following year.
- Also, the option of attending the meeting in April, May or June will be offered to parents if they are unable to make the first meeting. Nonetheless, a parent's presence

at the informational meeting will in no way impact the student's enrollment or admission status. This is communicated when Parents pick up a Lottery Form.

- Informational meeting will provide an overview of the School's philosophy and expectations its students and will be held in the evening.
- Multiple informational meetings will be held throughout the year.

**Step 3:** If a lottery will not be necessary, students and parents will be asked to fill out a Student Application after being admitted to the School.

In the event the number of interested students exceeds School's capacity, the School will hold a public random drawing to determine who will be enrolled at the School. All student names will be written on equally sized pieces of paper and placed in receptacles and the Parent Liaison will pull as many papers out as there are spaces available at the School. Existing students do not need to participate in the lottery. Students who reside in LAUSD boundaries will receive first preference in the lottery.

- Each public random drawing will open with the Principal announcing the rules to be followed during the lottery process.
- Members of the public are invited to observe the public random drawing process.
- At least one additional School administrator will observe the process to ensure fairness.
- The public random drawing will occur in the School's Social Hall in March.
- Once capacity is reached, the remaining students will be placed on a wait-list in the order that their name is drawn.
- The School will keep official public notifications and parent notifications of the student's lottery selection on file for one year from date of lottery.
  - Students whose names are pulled out in the drawing will be given an application to submit and must follow the remaining steps to enrollment (see above). If parents are not present, they will be notified by phone and mail that their student has been offered a seat. They have two days to respond to secure admission.
  - Once capacity is reached, the students whose names remain in lottery receptacle will be placed on a wait-list in the order that their name is drawn.
  - If spaces open during School year and no students remain on wait-list, students will be admitted on a first come first served basis.

In the event a student is promoted off the wait-list, the student and parent will be contacted at the telephone number and/or e-mail address and/or mailing address listed on their space request card. Parents can response via phone call, e-mail, or in person. If the student or his parent or guardian fails to respond to the School within two business days of notification, the next student on the wait-list will be contacted and given two days to respond, and so on until all spaces are filled.

## ELEMENT 9: FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### ANNUAL AUDIT PROCEDURES

The books and records of The Charter the will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures.

The Chief Financial Officer at the Charter School is responsible for contracting with an accountant to conduct the required annual financial audit.

The Chief Financial Officer at the Charter School is responsible for working with the auditor to complete the audit.

The Chief Financial Officer at the Charter School will ensure that the selected auditor is on the State Controller's list of approved auditor to conduct charter school audits.

The Chief Financial Officer at the Charter School is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The Charter School shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal shall review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of The Charter the Charter School is public record to be provided to the public upon request.



## ELEMENT 10: SUSPENSION & EXPULSION

***“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 any student, the 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.

#### **DISCIPLINE POLICY**

Discovery Prep's policies have been established in order to promote learning and protect the safety and wellbeing of all students and faculty members. Like the District's Discipline Foundation Policy and Charter School Discipline Policy, The Charter School's Discipline plan aims to create an environment in which all students have the right to be educated with supports in all aspects of their well-being in an atmosphere free from disruption and obstacles that impede learning. The discipline plan has a proactive and positive approach, not a reactive and punitive one. The Charter School implements a Positive Behavior and Support system along with a progressive discipline policy that is reviewed by the Board of Directors, administrators, teachers and the Parent Advisory Council (PAC) each year. The Charter School strives to provide a safe, healthy School environment where students are free to concentrate on learning. The Charter School's discipline policy is included in the Student/Parent Handbook that is sent home at the beginning of each school year.

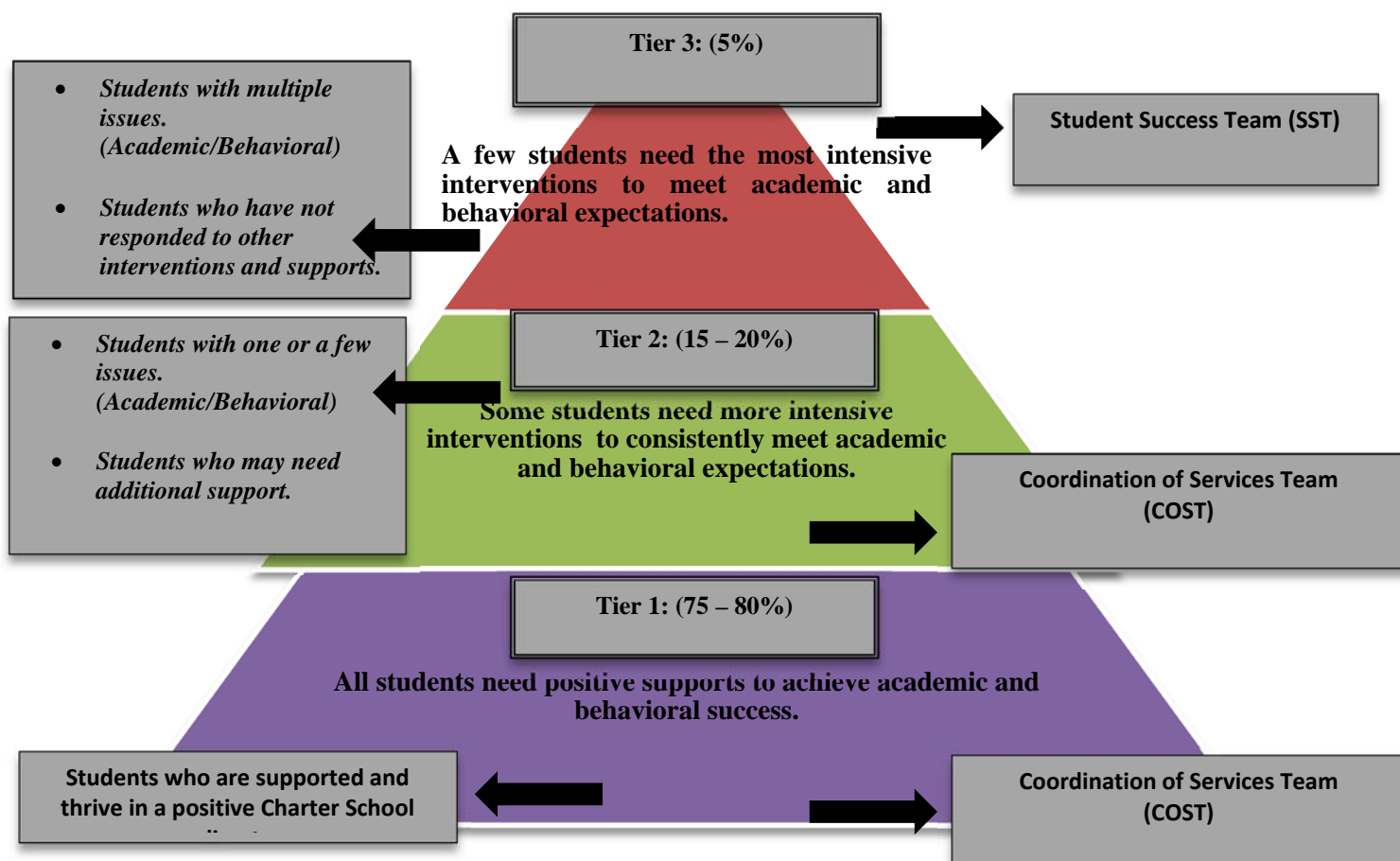
## **CREATING A SUPPORTIVE & POSITIVE SCHOOLWIDE ATMOSPHERE**

The Charter School is proud to have established a very safe and welcoming atmosphere for parents, students, faculty, and all stakeholders. We believe in maintaining a caring and supportive atmosphere for all students. With the renewed emphasis on restorative practices and School-level community building, The Charter School has, and is, focused on its commitment to creating a positive school atmosphere. Staff and faculty have been provided with extensive training on restorative practices. Staff is trained practical strategies to build strong and healthy relationships; the use of circles to facilitate and encourage meaningful communication; restorative conferences; and family engagement and empowerment. The initial professional development for staff at the beginning of the school year focuses on creating a positive school culture and teachers use group activities to reinforce positive academic and behavioral supports and progressive discipline strategies. Alternatives to suspension are used in lieu of traditional reprimands. Alternatives to suspension include: behavior monitoring, community service and learning, coordinated behavior plans, educational detention, loss of school privileges, mentoring/counseling, mini-courses, parent support, peer or adult mediation, positive contingency contracts, reflective activities, restitution, and restorative practices.

Establishing a positive School-wide environment with clearly defined campus and classroom expectations, incentives for adherence to academic and behavioral expectations, and tiered supports and interventions for all students is the backbone of Discovery Prep culture. The School's "Advisory" program, where students are placed in the same homeroom (or Advisory) with the same teacher/mentor for all four years at The Charter School, allows for teachers to have the opportunity to establish bonds with their Advisory students, remind students of School-wide norms, and allows the Advisor an opportunity to problem-solve with at-risk students. To this end, The Charter School is able to manage potential disciplinary problems by giving at risk-students' a one-on-one mentor, their Advisor, who they may work with them to minimize potential disciplinary issues. Advisory also offers teachers the opportunity to teach study skills and organizational skills and monitor their progress via weekly grade checks and through the Advisory teacher's monitoring of students' agendas (i.e. homework calendars). For students who excel, The Charter School celebrates Honor Roll students with an Honor Roll Assembly once a semester to praise students who have received a 3.0 or above. The Honor Roll Assembly is a positive incentive and parents are invited to attend. Finally, The Charter School retains a strong staff of counselors keep an open door policy with students and staff and who conduct conflict-mediation as needed. These strategies, of mentoring at-risk students, praising excelling students via a token system and assemblies for celebration, and maintaining an open door policy of qualified support staff, have all been established in order to minimize potential disciplinary issues before they begin.

The Charter School's school-wide Positive Academic and Behavior Intervention and Support system is based on a multi-tiered system to identify and assess interventions and supports for all students. The system helps identify and assess school-wide interventions and supports as well as specific interventions and supports for at-risk and high-risk students. The Charter School has a Coordination of Services Team (COST), which assesses the efficacy of School-wide

interventions and supports. The Charter School also has a Student Services Team (SST) that creates targeted interventions and supports for at-risk and high-risk students. The following chart provides an overview of the system:



The Charter School has positive academic and behavioral expectations that are clearly defined, modeled, and taught, with an opportunity for all students to practice the skills, in all school environments (e.g. classroom, hallways, cafeteria, etc.). The expectations are in two categories: campus expectations and classroom expectations.

**(Campus Expectations)** are as follows:

- **Be Safe:** At all times while on campus, students are required to be safe. This includes keeping hands and feet to themselves, waiting in line safely, and avoiding horseplay or fighting, which will result in negative consequences.
- **Be Responsible:** At all times while on campus, students are required to be responsible for their words and actions. Students are taught to interact responsibly with teachers and peers, help maintain a clean campus by putting trash and recyclables in proper containers, and be responsible for completing classwork and homework and following through on School commitments.

- **Be Respectful:** At all times while on campus, students are required to show respect for themselves, their peers, teachers, administrators, and staff. This includes being respectful in their interactions with others, using respectful language at all times, and respecting opinions and property.

**(Classroom Expectations)** are as follows:

- **Attendance:** Important learning experiences take place in class. Class time is valuable and students are expected to attend class on a regular basis. Absences negatively affect a student's academic and social progress.
- **Punctuality:** Honoring an appointment and arriving on time is not just an act of courtesy to others, but it is also an essential trait of successful people. Students are expected to come to class on time and be in their assigned seat and working on the daily review and preview (RAP) once the first bell has rung. Students who are not in their assigned seat and working by the time the final bell has rung are considered tardy.
- **Focus:** Students are expected to come to class focused. This includes focusing ahead of time on bringing the appropriate materials to class, taking off backpacks, hoods, hats, etc., and turning off and putting away all electronic devices. Focus also includes maintaining a positive and focused attitude toward achieving the learning objectives in class by avoiding distractions, not distracting others, following directions, and successfully completing all tasks. The classroom is a sacred environment where profound learning experiences take place. Students are expected to focus on the learning objectives for the day and to leave internal/external conflicts outside the classroom.
- **Effort:** Students are expected to give their best effort in class by answering, questioning, commenting, and striving to give a good faith and honest effort to achieve the daily learning goals. Students must take pride in their work and strive to give their best effort at all times.
- **Respect:** Students are expected to be respectful of others, themselves, class rules, and property. The classroom is a sacred environment where profound learning experiences take place and students must respect themselves, others and the agenda of activities. Students should strive to be cooperative and helpful participants in class. Students should respect themselves through behavior that demonstrates their desire to learn and the right of others in the class to learn as well. Students must respect the classroom as a comfortable and creative setting for profound learning experiences.

The Charter School has also created a positive incentives and rewards program for students who demonstrate exemplary behaviors and also for students who show a willingness to change misbehaviors and adhere to campus and classroom expectations. The Charter School uses a token system and allows teachers to use their discretion to reward students for the following:

- **Students with “A” for participation one month:** Students who receive “A” points for exemplary participation (attendance, punctuality, focus, effort, respect) receive a Gold token.
- **Students with “B” for participation one month:** Students who receive “B” points for exemplary participation (attendance, punctuality, focus, effort, respect) receive a Silver token.
- **Students with “C” for participation one month:** Students who receive “C” points for exemplary participation (attendance, punctuality, focus, effort, respect) receive a Bronze token.
- **Students who improve academically:** Teachers can reward students with a token of their choice for students who improve academically.
- **Students who improve behaviorally:** Teachers can reward students with a token of their choice for students who improve behaviorally.
- **Anti-bullying Upstanders:** Teachers can reward students with a token of their choice for students who demonstrate supportive behaviors (Standing up for other students, helping to mediate disputes.)
- **Focus:** Teachers can reward students with a token of their choice for those who demonstrate outstanding focus in class.
- **Effort:** Teachers can reward students with a token of their choice for those who demonstrate outstanding effort in class.
- **Respect:** Teachers can reward students with a token of their choice for those who demonstrate values of respectful behavior.
- **Safe Student Reward:** Teachers can reward students with a token of their choice for those who demonstrate values of safe behavior.
- **Responsible Student Reward:** Teachers can reward students with a token of their choice for those who demonstrate values of responsibility.
- **Perfect Attendance:** Teachers can reward students with a token of their choice for those who have perfect attendance.
- **Perfect Punctuality:** Teachers can reward students with a token of their choice for those who are punctual to class daily.

At the end of each month, teachers are given six tokens and meet in grade-level groups to discuss students that should receive rewards. Each teacher then selects students to reward. Teachers print out a Certificate of Accomplishment, sign it, and present it to the student along with the token. Students can then redeem the tokens for rewards or save them for an end of year trip to the beach.



## REWARDS – POSITIVE BEHAVIOR and ACADEMICS

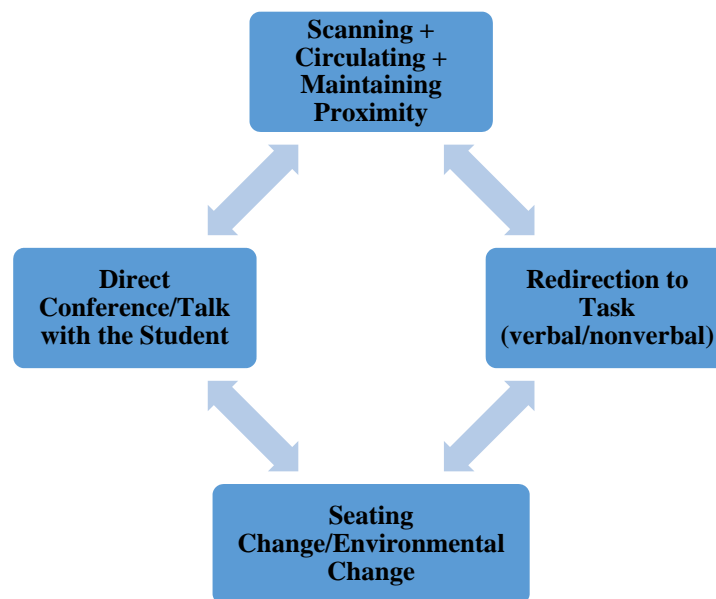


Students can redeem tokens to earn:

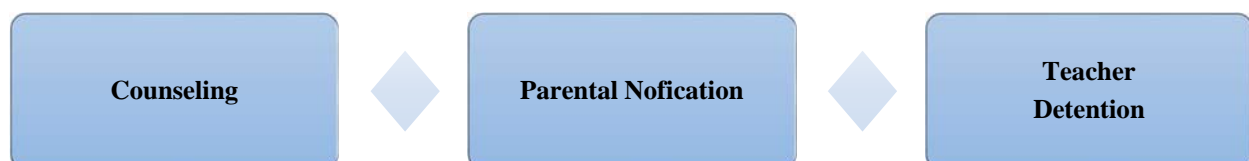
1 Bronze Token	1 Silver Token	1 Gold Token
Pencil or Pen	Free Dress Day	In-N-Out Gift Certificate
Candy or Chips	Front of the Lunch Line Pass	Lunch With Administrator or Favorite Teacher
Water or Soda	Free Homework Pass	Movie Tickets
Composition Notebook	Positive Phone Call Home	Free Ticket to a School Dance
Free Bathroom Pass	Certificate of Recognition	Quiz/Test/Project Redo



The Charter School has a clear progressive discipline matrix. Before sending a student to the office, teachers are required to follow fundamental classroom management strategies to help support students in class. Teachers use a checklist that guarantees teachers use fair, equally applied, and different strategies before they refer a student to an administrator for further consequences. The goal of progressive discipline is to help students practice academic and behavioral expectations and to give students multiple opportunities to learn and adhere to these expectations. Progressive discipline ensures that all students are treated equally and fairly. Resolving issues in the class first and allowing the student to stay in the learning environment helps teachers become better educators, adept at dealing with many different issues. It gives parents an opportunity to help rectify any academic/behavioral concerns before the student is referred to an administrator; to this end, students are allowed to resolve disciplinary problems at the level of the teacher, before the issue is escalated to an administrator and thereby the student is able to remain in the classroom to learn. The following chart shows the fundamental classroom strategies and supports that teachers are required to use on a consistent basis to help promote a positive classroom environment.



When fundamental classroom strategies are not sufficient, teachers are required to use progressive discipline and support steps to reinforce consequences. Teachers are required to utilize each progressive discipline step at least once before sending a student to the office.



After a teacher has exhausted all strategies, an office referral might be required. When sent to the administration, students complete a behavioral journal and a restorative meeting between the teacher, the student, and an administrator takes place the day of the incident after School. The reason behind this mandatory restorative meeting is so that the next day there is an

assured fresh start for all parties, and since the onset of these meetings with an administrator, teacher, student, and occasionally parents, there appears to be a decrease in tension on campus by allowing parties involved to speak, communicate, and mediate the conflict.

For each office referral, administration (principal and assistant principal) has the option to send a student to counseling, create a written contract with the student, and consider alternative discipline options. The administration (principal and assistant principal) also regularly conducts Coordination of Services Team (COST) and Student Support Team (SST) SST meetings to determine specific interventions and supports for students. Case management, including monitoring and documentation occur to ensure that many different strategies are attempted and the interventions and supports are evaluated to assess their effectiveness. In most cases, before suspension is even considered, the student has multiple opportunities to learn new academic and behavioral skills and implement those skills on campus and in the classroom. Alternatives to suspension are always considered and used in lieu of a suspension. It should be noted that The Charter School employs two full time Security employees who are able to talk with at-risk students on a level different than the students' teachers, parents, and administrators

Alternatives to suspension or expulsion will be utilized with students who are truant, tardy, or otherwise absent from assigned school activities. Intervention includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and use of alternative educational environments.

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

The Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for any modification of the infractions for which students are subject to suspension or expulsion.

The Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process. The maximum number of days a suspension can be extended is unlimited, but the student continues to get notice about the status until the final decision is made. The Charter School seeks to minimize the loss of instructional time for a student awaiting the results of an expulsion hearing. Student will be placed in an alternative education setting per our agreement with the District for no more than 20 days.

The Charter School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter School will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School

shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

If a student is expelled from The Charter School, the Charter School shall forward student records upon request of the receiving School district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter School's Division immediately or as soon as practically possible, containing:

- Pupil's last known address
- A copy of the cumulative record
- Transcript of grades or report card
- Health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion
- Student's current educational placement
- Copy of parental notice expulsion
- Copy of documentation of expulsion 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

Corporal punishment shall never 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. Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to School property.

The Charter School administration (principal and assistant principal) shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policies and procedures are available upon request at the Principal's office. The Charter School's discipline policy is also included in the Student/Parent handbook that is sent home at the beginning of each school year.

Suspended and/or expelled students shall be excluded from all School and School-related activities unless otherwise agreed during the period of suspension or expulsion.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime including, but not limited to, any of the following: a) while on school grounds; b) while going to or leaving 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.

## **B. Student Offenses Requiring Mandatory Recommendation of Student Expulsion**

In accordance with Education Code Section 48915 et. seq., the principal shall immediately recommend a student for expulsion upon determination that the student has committed any of the following acts:

- Possessed, sold, or otherwise furnished a firearm or explosive. In accordance with the federal Gun-Free Schools Act of 1994, any student who is determined to have brought a firearm to school, expulsion for a period of not less than one year (except on a case-by-case basis).
- Committed sexual assault or committing a sexual battery.
- Brandished a knife at another person.

## **C. Student Offenses Requiring Mandatory Student Suspension**

The principal shall immediately suspend a student upon determination that the student has committed any of the following acts:

- Possessed, sold, or otherwise furnished a firearm or explosive.
- Brandished a knife at another person.
- Committed or attempted to commit a sexual assault or committing a sexual battery.
- Willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit robbery or extortion.
- Made terrorist threats against school officials and/or school property.

## **D. Student Offenses That May Result in a Recommendation of Student Expulsion**

The principal may recommend expulsion of student upon determination that the student has committed any of the following acts:

- Brandished a knife at another person.
- Attempted to commit a sexual assault or attempted to commit sexual battery.
- Willfully used force or violence upon the person of another and caused serious injury to the victim, except in self-defense.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Made terrorist threats against school officials and/or school property.

#### **E. Student Offenses That May Result in Student Suspension**

The principal may recommend suspension of student upon determination that the student has committed any of the following acts:

1. Aided or abetted the commission of physical injury to another person or willfully use force of violence upon the person of another, except self-defense.
2. Aided or abetted the possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
4. Aided or abetted the commission or attempted to commission a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
5. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
6. Aided or abetted as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
7. Aided or abetted the commission of sexual harassment.
8. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
9. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

#### **F. Student Offenses That May Result in a Recommendation for Student Expulsion**

##### **Mandatory Suspension and Mandatory Expulsion Referral**

Students who commit the following offenses be immediately suspended from school and referred for expulsion:

1. Possessing, selling, or furnishing a firearm. This section applies to possession of a firearm only if the possession is verified by an employee of a school district (possession of an imitation firearm does not require mandatory suspension/expulsion, but may form the basis of a discretionary suspension or expulsion) – (Education Code § 48915 (c)(1)).
2. Brandishing a knife at another person – (Education Code § 48915 (c)(2)).
3. Unlawfully selling a controlled substance – (Education Code § 48915 (c)(3)).
4. Committing or attempting to commit sexual assault or sexual battery – (Education Code § 48915 (c)(4) and § 48900 (n)).
5. Possession of an explosive – (Education Code § 48915 (c)(5)).

Upon a finding that the pupil committed one of the offenses above, the Board shall order the pupil expelled for one year from the date of the expulsion.

### **Mandatory Suspension and Discretionary Expulsion (Principal Has Discretion)**

Students who commit the following offenses must be referred for expulsion unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Caused serious physical injury to another person, except in self-defense – (Education Code § 48915 (a)(1)).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil – (Education Code § 48915 (a)(2)).
3. Unlawful possession of any controlled substance (except for the first offense for possession of not more than an ounce of marijuana, other than concentrated cannabis, or the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician) – 48915 (a)(3).
4. Robbery or extortion – (Education Code §§ 48915 (a)(4), 48900 (e)).
5. Assault or battery upon any school employee – (Education Code § 48915 (a)(5)).

A decision to expel for one of these offenses must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have failed to bring about proper conduct; or
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

### **Discretionary Suspension and Expulsion Referral**

Expulsion referrals for all other offenses listed in Education Code §§ 48900, 48900.2, 48900.3, 48900.4, 48900.7, may be made at the principal's discretion. However, a student cannot be referred for expulsion or expelled solely on the basis of disruption of school activities or willful defiance as described under Education Code § 48900(k). A decision to expel for one of these offenses must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have failed to bring about proper conduct; or
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

#### **G. Suspension Procedure**

Suspensions shall be initiated by the Assistant Principal or the Principal according to the following procedures:

1. Conference: Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, or school employee who referred the student to the Principal.

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.

2. Notice to Parents/Guardians: At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense 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.
3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive

school days per suspension. The maximum number of days a student can be suspended for in one year is 20 days. The duration of an in-school or out of school suspension by the principal is limited to 5 consecutive school days for any one incident up to a maximum of 20 school days during the school year.

4. **Suspension Appeals:** All suspensions are at the discretion of the Principal. Parent/Guardians are notified in advance to the enactment of the suspension or expulsion and can appeal a student's suspension. All appeals must be submitted in writing to the Principal within five (5) calendar days of the date the Principal took final action to suspend the student. The completed notice may be delivered in-person, by email, mail or fax to the Charter School Principal. Upon receipt of the notice of appeal, the Principal or designee will notify the parent/guardian in writing of the hearing date, place, and time at least 24 hours before the hearing, and the hearing will be held within five school days of the receipt of the notice of appeal. The Discovery Board of Directors (with quorum) shall hear the appeal and render a final decision which shall be forwarded to the parent/guardian by email, personal service or certified mail within three (3) days of the final hearing.
5. **In-School Suspensions:** Practices will align with the LAUSD District Foundation Framework for in-school suspensions. A credentialed teacher will work with the student to ensure meaningful access to education is provided and the student is receiving all classwork so the child will not fall behind.

**Interim Placement Procedures-** The school currently participates in an MOU with LAUSD, "The MOU for Alternative Educational Placement in LAUSD", to ensure appropriate interim placement occurs and meaningful education is provided. If MOU is not in effect the school will ensure the student receives all assignments from each class in a timely manner.

#### **H. Expulsion Procedures**

The Expulsion Panel and the Board of Directors (following an appeal) have the authority to expel a student.

Upon a recommendation of Expulsion by the Principal or Principal's designee (assistant 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 or designee 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.

**Expulsion Hearing:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the School principal determines that the student committed an act subject to expulsion and recommendations for expulsion is made. The expulsion hearing will be presided over by an Expulsion Panel of one Board member, one administrator (principal or assistant principal) not



involved in the case and one teacher (full-time credentialed teacher) from the Charter School who does not currently teach the student.

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:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of The Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other School district or School to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **I. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a 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, which shall be examined only by the The Charter School, expulsion panel. 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 (e) 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 panel conducting the hearing, 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 panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The panel conducting the expulsion hearing 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 chairperson (administrator) presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The chairperson conducting the hearing 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 chairperson 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 (chairperson) shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding official from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session

when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 chairperson that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **J. 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.

#### **K. 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 decision by the Expulsion Panel to expel must be supported by substantial evidence presented at the hearing 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 and sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel or The Charter School Board of Directors, 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 accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The decision is issued

If the expulsion-hearing panel decides not to expel, the pupil shall immediately be returned to his/her educational program at The Charter School.

#### **L. Written Notice to Expel**

The Principal or designee following a decision of the Expulsion Panel to expel shall send written notice of the decision to expel within 10 school days after the conclusion of the hearing, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. 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 The Charter School
3. Information regarding appeal rights and process
4. Information regarding rehabilitation and reinstatement eligibility.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence; this notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

#### **M. 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 District upon request.

#### **N. Appeals**

Expulsions are recommended by the Principal and decided by the Expulsion panel.

Parent/Guardians are notified in advance to the enactment of the expulsion and can appeal a student's expulsion. Enactment of an expulsion occurs immediately after the Board has made their final decision. Any appeals may be presented to the The Charter School Board of Directors within 5 working days of the expulsion panel's decision. The appeal will be heard by The Charter School Board of Directors minus the board member who was part of the Expulsion Panel. The board will make a decision within 10 days of receiving the appeal. The decision of the Board of Directors will be final. All appeals must be submitted in writing to the Board via email or mail within 30 days following the decision of the governing board (board@discoveryprep.org) A hearing date shall be set within 20 schooldays following the filing of a formal request for appeal. Notice to the pupil and governing board will be delivered in writing. A copy of the expulsion hearing record shall be furnished to the county board of education. Procedures for the conduct of the hearing shall follow Education Code and record of the appeal (written and recorded) will be stored at the school site.

#### **O. Expelled Pupils/Alternative Education**

The Charter School will assist parents in seeking alternative education programs due to expulsion. Post-expulsion support will be provided by the school in order to ensure continued

access to education. The school shall provide assistance in contacting alternative education programs and help to facilitate the transition, making sure that the selected alternative education program receives all relevant records and documents, and following up to ensure students have continued access to education.

#### **OUTCOME DATA**

Charter School shall maintain all data-involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

#### **REHABILITATION PLANS**

A conference will be held with the parent/guardian, student, and Principal's designee prior to reassignment to another school. The purpose of the conference will be to hear the student's concerns and to aid the student taking the next steps toward reintegrating into a new school community. The Charter School shall provide the student and parent with assistance in contacting alternative education programs and help to facilitate the transition.

The Charter School will also assist the student in developing a rehabilitation plan, which may include a reflective personal statement, recommendations for counseling, youth development programs, rehabilitative programs, and community service. The student's rehabilitation program may provide for the involvement of the student's parent or guardian in the student's education, but a parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Charter School board's determination as to whether the student has satisfactorily completed the rehabilitation program.

#### **REINSTATEMENT**

A student who is expelled from the Charter School shall be given a rehabilitation plan from the Charter School's governing board at the time of the expulsion order. The plan may include periodic review and assessment at the time of review for consideration of reinstatement, which will not be more than one year from the date of expulsion.

Students expressing interest in reinstatement will be offered the opportunity to schedule periodic meetings with the Principal's designee to share their rehabilitation progress and set additional goals toward securing reinstatement. The Principal's designee shall document student progress and retain such documentation as support for the Board's future consideration of reinstatement for the student.

It is the responsibility of the student's parent or legal guardian to prepare and submit a petition for reinstatement. However, the Charter School may provide assistance to the parent or guardian in preparing the petition.

The decision to readmit a student shall be in the sole discretion of the Charter School Board of Directors following a meeting with the Principal, the student, and parent or guardian to determine whether the student has successfully completed the rehabilitation plan and to

determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination.

The Board shall act to either unconditionally reinstate, conditionally reinstate, or not reinstate the student at its next board meeting. If the Board elects to conditional reinstatement a student, the Board may require the student to agree in writing to specific conditions before the student's reinstatement. The conditions could include a behavior contract; participation in or completion of an anger management program or other appropriate counseling; periodic progress reviews; or specified immediate consequences for failure to abide by a condition.

The Board may also order the expungement of any or all records of the expulsion proceedings.

### **READMISSION**

After successfully attaining reinstatement, a formerly expelled student may reapply and be readmitted to the Charter School. The student's readmission is contingent upon the School's capacity at the time the student seeks readmission.

### **OUTCOME DATA**

Charter School shall maintain all data-involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## ELEMENT 11: RETIREMENT SYSTEMS & EMPLOYEE BENEFITS

***“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.

The Charter School Board of Directors will determine salaries, benefits, working conditions and other related items (calendars, holidays, vacations, work days and year) by July 1st before the start of the next School year.

- Salaries will be competitive with LAUSD's pay scale for its teachers.
- Salaries for support staff and administration are based on available data regarding competitive market rates.
- The CFO is responsible for ensuring that appropriate arrangements for coverage have been made.
- The Principal is responsible for ensuring that appropriate arrangements for coverage will be sustained.

The Charter School will contribute to Federal Social Security. In addition, the school will offer a voluntary private 403b Thrift Plan to all employees (classified and certificated). Thus, Charter School employees are not covered by STRS or PERS. The voluntary plan is managed by a benefits administrator and the Board of Directors who will ensure that appropriate arrangements for the plan are in effect. The Charter School also contributes the legally required amount to Medicare on behalf of all of its employees.

## ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVE

***“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.

No student will be required to attend The Charter School. 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: 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Karen Smith, Director  
Discovery Charter Preparatory School  
13570 Eldridge Avenue  
Sylmar, CA 91342

- 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: SCHOOL CLOSURE

***“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.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as

applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any School district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home Schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' School districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate School

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high School students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary Schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving Schools shall be in accordance with applicable law and LAUSD procedures for students moving from one School to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide

Student Identifier (SSID), birthdate, grade, full name, address, home School/ School district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, 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.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter School if it has reason to believe that the School received state funding for which it was not eligible.



Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated 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 Charter School's Director/Principal shall 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 Co-location 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 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said School year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of

District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., Schools) will remain subject to those laws applicable to public Schools.

In the event of an emergency, all District facilities (i.e., Schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public School providing educational instruction to public School students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter School at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other

than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property

insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any School site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter School. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed School site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any 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 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.
9. 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, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

#### **Hold Harmless/Indemnification Provision**

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

#### **FISCAL MATTERS**

##### **District Oversight Costs**

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

##### **Cash Reserves**

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

##### **Third Party Contracts**

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

##### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to

deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

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

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

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

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

#### **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**

[Discovery Charter Preparatory School 2] (also referred to herein as “Discovery Prep” 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  
METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE**

**ELEMENT 3 –**

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

#### **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**



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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, 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 initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

#### **ELEMENT 8 – ADMISSION REQUIREMENTS**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

#### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of

lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

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

Charter School shall comply with all applicable 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
- l. 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
- r. 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 any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    - 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, 20<sup>th</sup> 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.
- 8) 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:

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
8. 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
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
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

6. 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 Co-location 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 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of

District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the

use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (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)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (iv)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:

5. 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.
6. 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.
7. 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.
8. 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.
10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. 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.



13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

14. 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, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims,

damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

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

### **Special Education Revenue Adjustment/Payment for Services**

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



### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

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

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

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

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

### **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).)