



**GABRIELLA CHARTER SCHOOL  
RENEWAL CHARTER PETITION FOR A 5-YEAR TERM  
(2018 – 2023)**

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOLS DIVISION  
333 S. BEAUDRY AVENUE  
LOS ANGELES, CA 90017  
SEPTEMBER 11, 2017

APPROVED FOR SUBMISSION BY THE BOARD OF DIRECTORS OF GABRIELLA CHARTER SCHOOLS  
AUGUST 28, 2017

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## Assurances, Affirmations, and Declarations

Gabriella Charter School (also referred to herein as “GCS” and “Charter School”) shall:

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

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

School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## **Element 1 - The Educational Program**

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

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

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

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

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

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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



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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA.

Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- Dropout  
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

## General Information

The contact person for Charter School is:	Liza Bercovici
The contact address for Charter School is:	1435 Logan Street Los Angeles, CA 90026
The contact phone number for Charter School is:	213-413-5741
The proposed address, or target community by Zip Code, of Charter School is	1435 Logan Street Los Angeles, CA 90026
This location is in LAUSD Board District:	District 5
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	Transitional Kindergarten – 8th
The number of students in the first year will be:	480
The grade level(s) of the students in the first year will be:	Transitional Kindergarten – 8th
Charter School's scheduled first day of instruction in 2018-2019 is:	August 15, 2018
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency):	480
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, Single Track
The bell schedule for Charter School will be:	8:00 AM – 3:30 PM MTWF; 8:00 – 1:30 TH
The term of this charter shall be from:	July 1 2018 – June 30, 2023

## Community Need for Charter School

### Academic Performance Data

#### *Summary*

Over the past charter term and since its inception in 2005, Gabriella Charter School has achieved strong academic performance while providing daily, high-quality arts instruction, demonstrating the power of the arts to complement and enhance rigorous instruction in traditional academic subjects. GCS had a strong record of student achievement under California's previous accountability system, achieving an API of above 800 and a similar schools ranking of 10 in all 8 each year of operation (Source: DataQuest School Level API reports <http://dq.cde.ca.gov/dataquest> ). Since 2013-2014, the school has transitioned successfully to Common Core standards, earning scores in ELA and math that exceed averages for the District, State, and schools GCS students would otherwise attend. The Charter School's success in implementing the Common Core standards was recognized by the state of California with the awarding of a 2015-2016 Gold Ribbon School Award as well as a Title I Academic Achievement Award, and GCS was awarded the highest level of accreditation by its WASC visiting committee in 2017. Gabriella Charter still has more to accomplish in ensuring all of our students are successful and has identified areas for improvement, as discussed below under **Areas of Challenge and Plans to Address**. Indeed, we attribute many of our past successes to continuously identifying instances where we could be fulfilling our mission more completely and to adjusting our practices to overcome difficult challenges. As we embark on our next charter term, we look forward to working together with our school community, our local community, and our District partners towards our vision that all children will have the opportunity to learn, dance, and succeed.

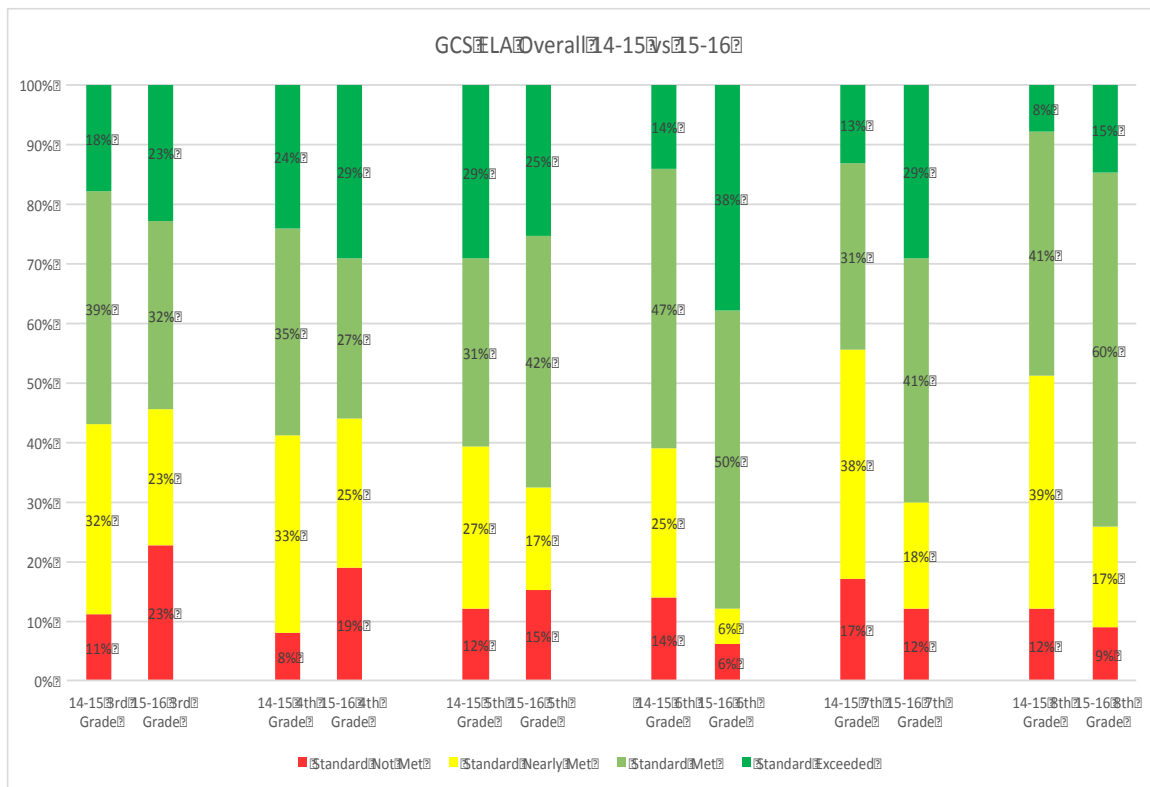
#### *Academic Performance in ELA*

Gabriella Charter School's overall academic performance in ELA is strong as compared to state and district averages and to schools that our students would otherwise attend as measured by the Smarter Balanced assessments. We attribute this strength to several factors:

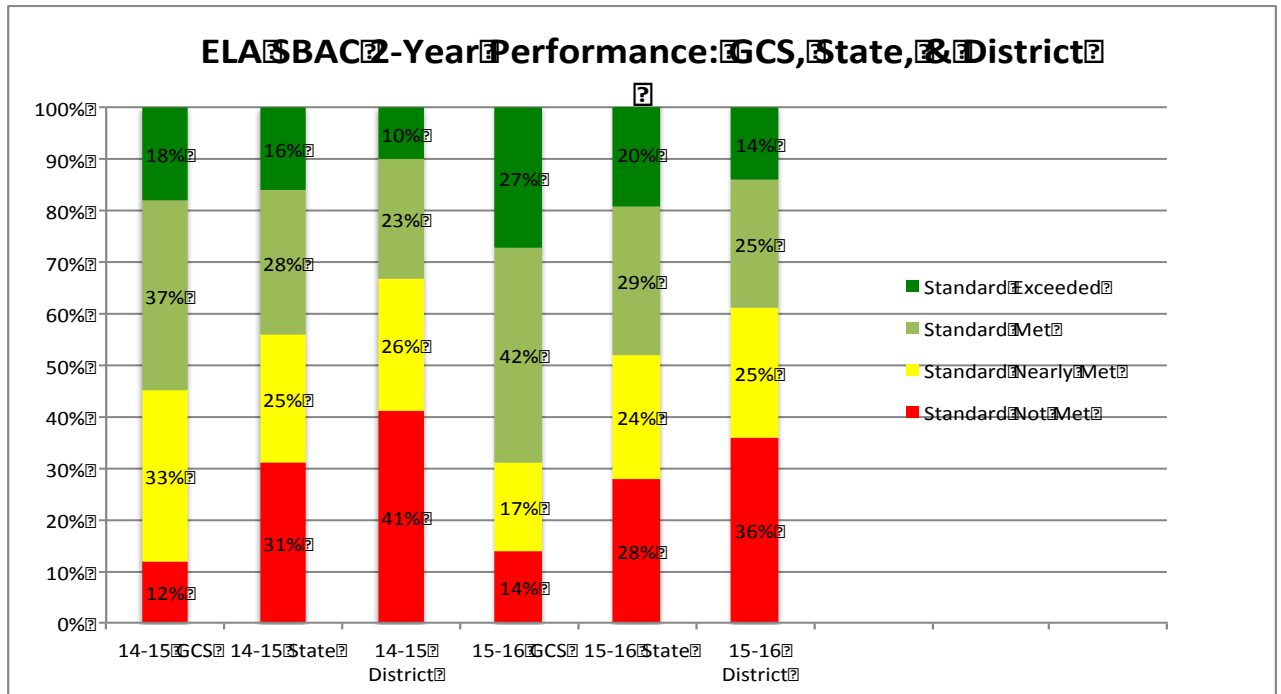
- An aligned K-8 literacy program that employs a common curricular approach (i.e., Readers and Writers Workshop)
- Early transition to Common Core ELA standards and a strong Common Core transition plan that included extensive outside professional development, coaching training for Common Core peer coaches, and the creation of internal benchmarks aligned in rigor with Common Core standards and to the SBAC exam.
- A Common Core-aligned, externally normed interim literacy assessment used across all grade levels (Fountas and Pinnell)
- A complementary literacy intervention program (Fountas and Pinnell's Leveled Literacy Intervention) to ensure student progress is monitored and supported in a common way across our school.
- Implementation of an RTI approach to intervention, with students receiving consistent Tier 2 and Tier 3 intervention aligned to school-wide literacy curriculum and assessments

On the Smarter Balanced ELA assessment, GCS grew from 55% of students meeting or exceeding standards in 2014-2015 to 69% meeting or exceeding in 2015-2016 - with every significant subgroup and almost every grade level experiencing gains in each literacy claim in this core academic area.

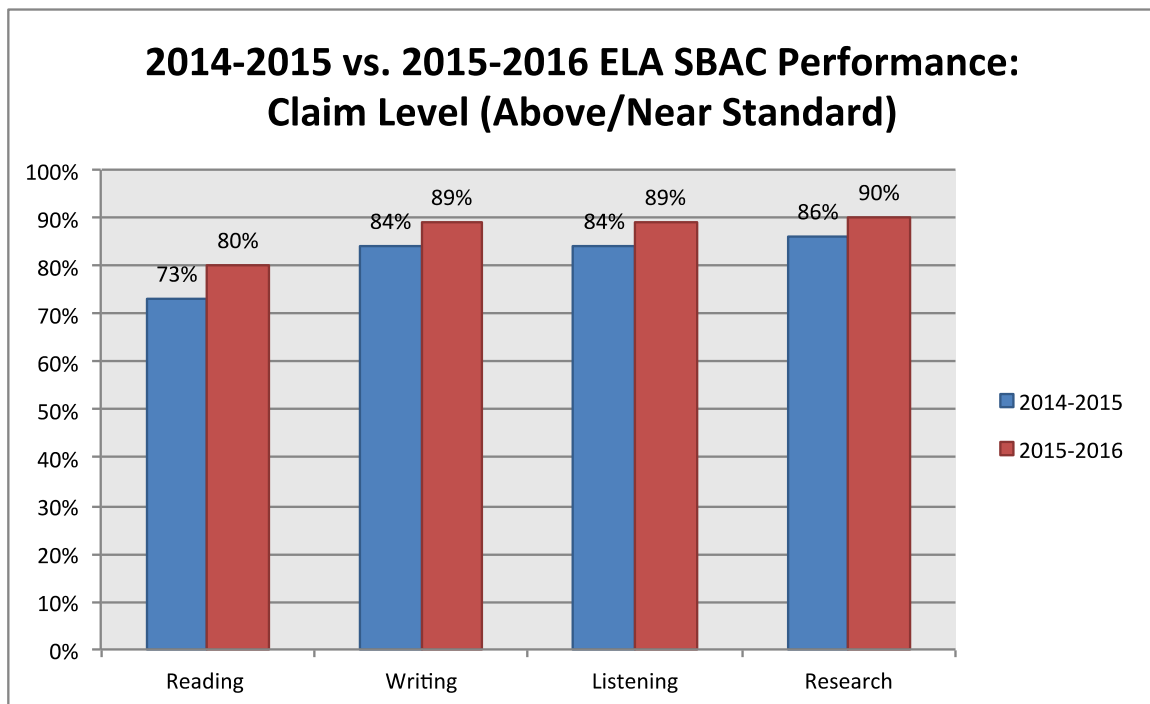
Our ELA data from the 2014-2015 and 2015-2016 Smarter Balanced assessments are as follows:



Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)



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Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)

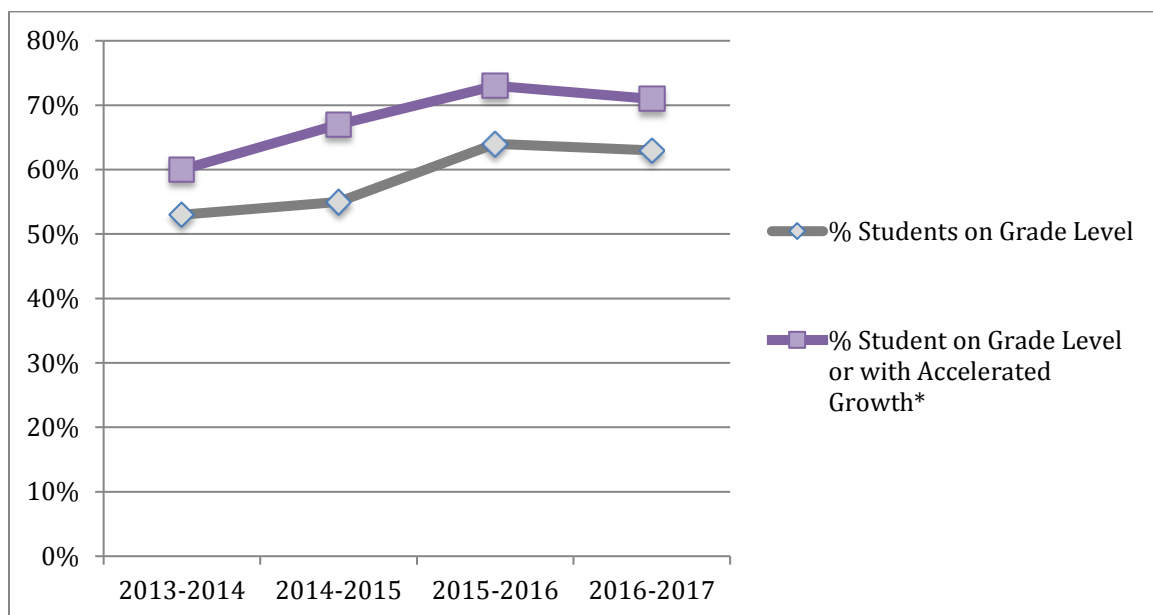
Our growth in ELA coincided with the Charter School's implementation of an ELA intervention curriculum aligned with our ELA curriculum and with the full implementation of a Response to Intervention system including Tier 3 (intensive) intervention provided by a Literacy and Intervention Specialist. GCS will continue to focus on the Reading claim, which while continuously improving remains lower than Writing and Research, and will work to increase

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proficiency across all students – especially our English Learners – through a collaborative focus on formative assessment and corresponding focused, small group instruction to meet the varying needs in each of our classrooms.

To further measure student progress in ELA, GCS has consistently used the Fountas and Pinnell Benchmark Reading Assessment as an interim assessment. This assessment was chosen for its rigor, correlation with Common Core standards and the GCS ELA Curriculum, and it's wide use among schools nationwide. This assessment has been used both as an interim assessment predictive of performance on state assessments and as a tool for identifying students for Tier 2 intervention. Student performance on Fountas and Pinnell assessments from 2013-2017 is shown in the chart below, which illustrate the number of students who ended the year on grade level and/or who made accelerated progress in reading (at least 1.25 grade levels)

**4-Year Fountas and Pinnell Reading Assessment Performance**



Performance on the Fountas and Pinnell Assessment complements SBAC data indicating the success of the school's instructional program in ELA. Both the number of students on grade level and the number of students making accelerated growth have increased since the assessment was first implemented school-wide in 2013-2014. Indeed, GCS partially attributes its success in ELA to the consistent use of a well-aligned, consistently implemented, and rigorous interim assessment. The school's implementation of RTI (Response to Intervention) using a Fountas and Pinnell aligned intervention curriculum in 2015-2016 further boosted performance in ELA, and the number of students significantly below grade level in reading (more than 1.5 years below grade level) decreased significantly as a result.

Year	# of students in Tier 3 (more than 1.5 years below grade level)	% of all students in Tier 3
14-15	39	8.9%
15-16	15	3.4%
16-17	11	2.5%

A leveling off of performance as measured by Fountas and Pinnell occurred in 2016-2017, which mirrored a plateau in SBAC ELA performance as indicated by initial, unofficial data. One factor identified as a cause for this slow down is performance of students who are “near level” (up to .5 grade levels below) for Fountas and Pinnell. These students, who did not receive Tier 2 or Tier 3 reading intervention, have had less growth and are often not proficient enough in ELA to score “Standard Met” on the SBAC exam. As outlined below under **Areas of Challenge and plans to address**, professional development for 17-18 will focus on identifying the needs of these students and working with them in small groups within the classroom setting.

#### *Academic Performance in Math*

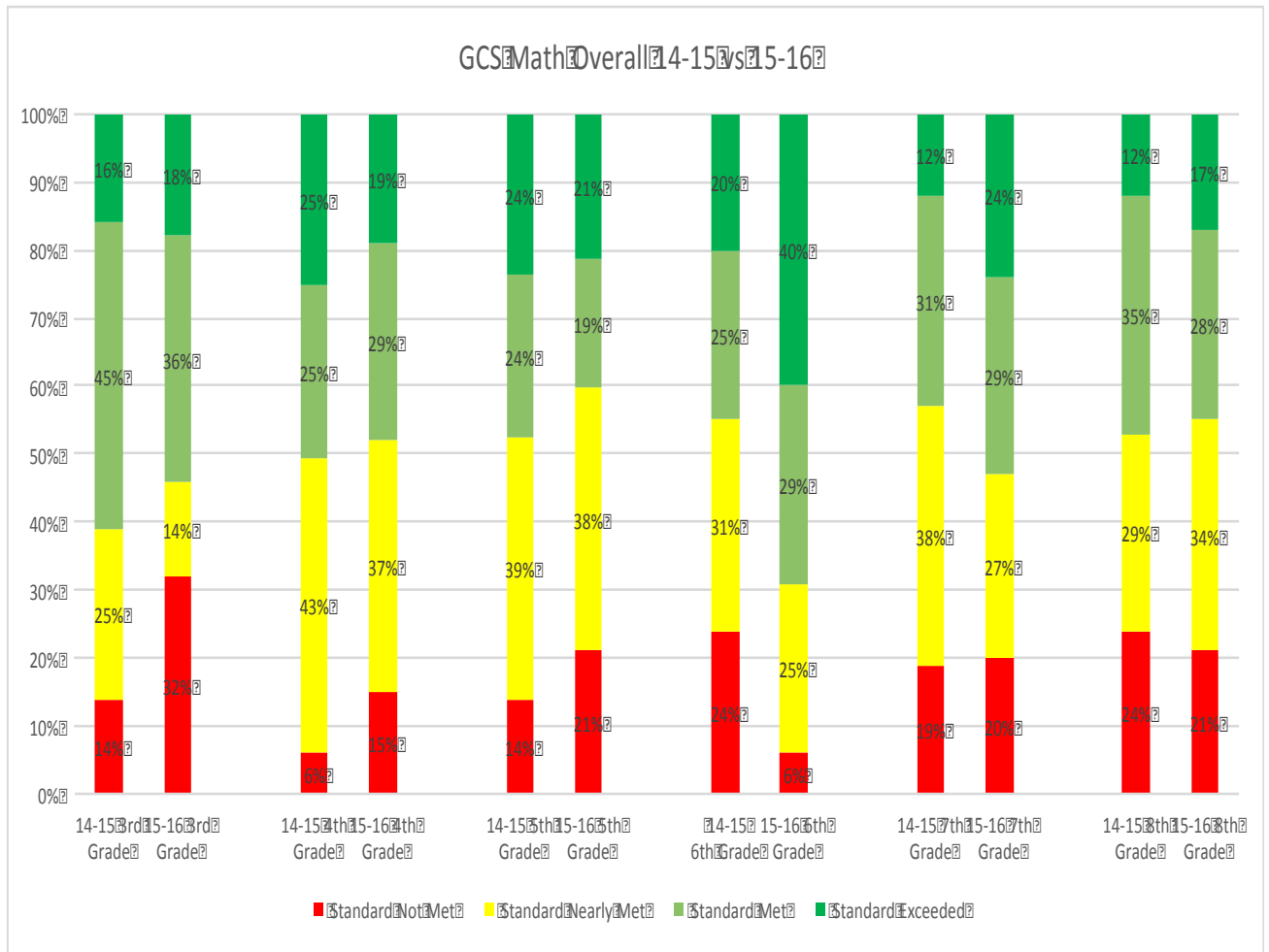
Mathematics achievement as measured by the Smarter Balanced Assessment has indicated that GCS has excelled compared to similar schools and District and State averages in this core content area, despite mathematics being a relative weakness compared to ELA.

We attribute success in mathematics achievement to the following factors:

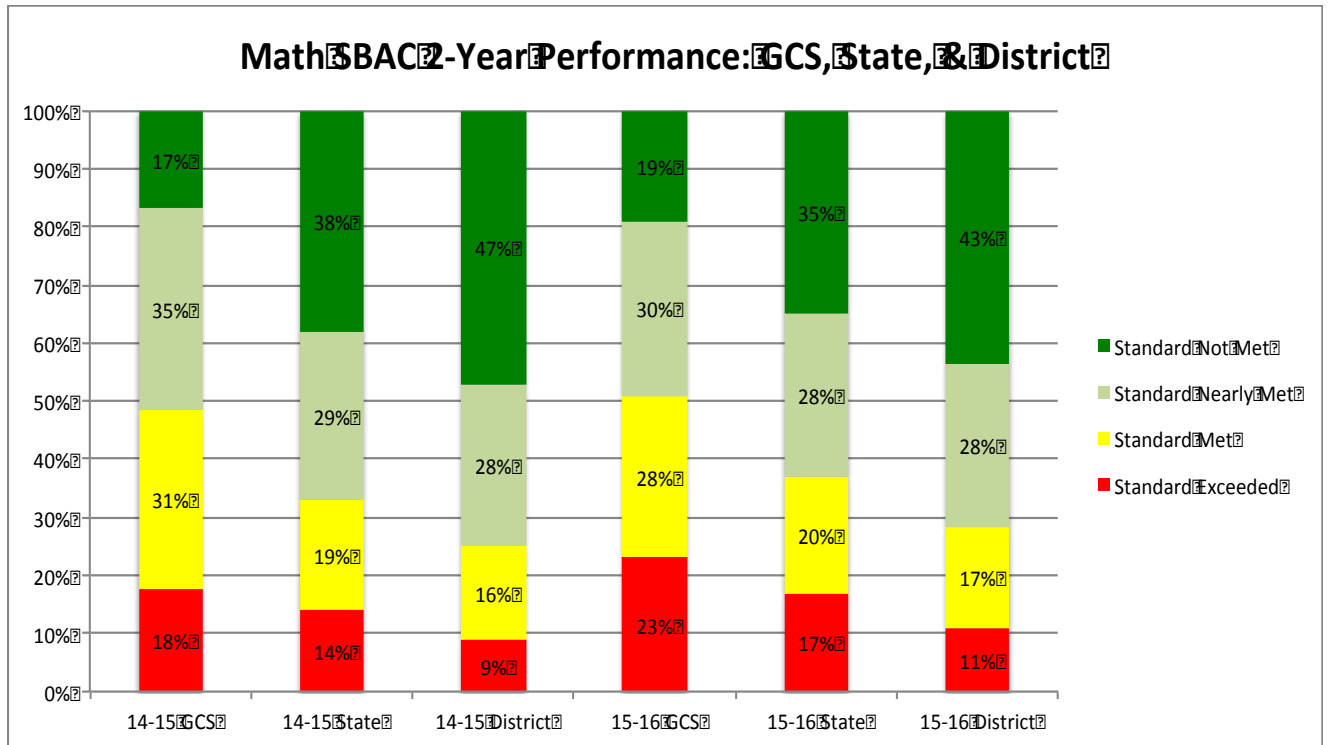
- Early transition to Common Core ELA standards and a strong Common Core transition plan that included extensive outside professional development, coaching training for Common Core peer coaches, and the creation of internal benchmarks aligned in rigor with Common Core standards and to the SBAC exam.
- Improvement efforts in mathematics implemented in response to early SBAC data showing weak math performance as compared to ELA. These have included vertically aligned rubrics for SMPs (Standards for Mathematical Practice) and implementation of grade-level computational fluency goals, assessments, and interventions.
- Implementation of RTI (Response to Intervention) in math and provision of Tier 2 and Tier 3 intervention

Our mathematics data from the 2014-2015 and 2015-2016 assessments are as follows:

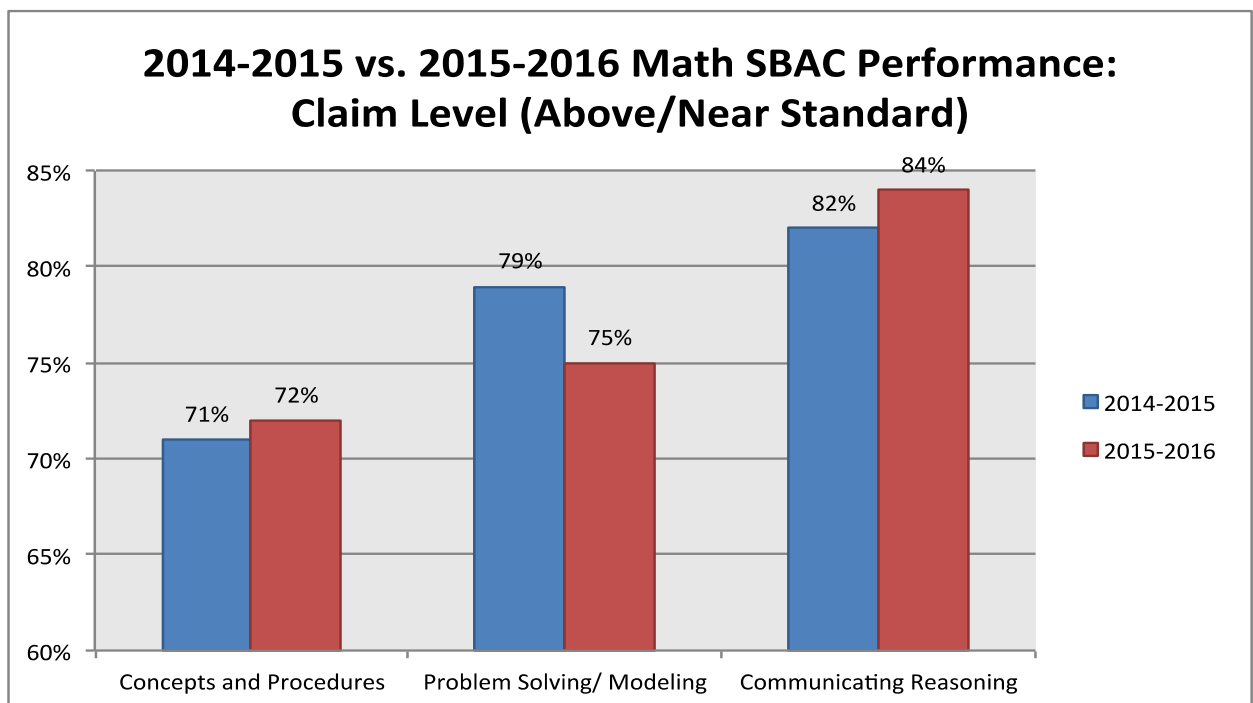




Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)



Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)



Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)

In 2014-2015, 49% of 3<sup>rd</sup>-8<sup>th</sup> grade students overall met and exceeded state standards. In 2015-2016, our meet/exceed rate was 51%, growing by 2%, and GCS anticipates continued growth in math results for 2016-2017 in response to our efforts to improve mathematics instruction, and based on initial, unofficial 2016-2017 CAASPP results.

To improve mathematics during this time period, GCS has implemented a standardized interim assessment aligned to SBAC (iReady) as well as focused on standardizing mathematical practices and expectations across the K-8 grade span. Unlike in ELA, GCS does not have a consistent math curriculum from K-8, and identifying and standardizing the core, most effective instructional practices has been and will continue to be an important goal.

Claim level mathematics data shows that Concepts and Procedures has been the weakest (with the fewest students achieving At/Near) claim for GCS students in 2014-2015 and 2015-2016, which we attribute both to relative lack of consistency in math instruction and to a decrease in emphasis, in certain grades, on computational fluency during the shift to Common Core instruction. Communicating Reasoning continues to be a strong claim within mathematics for GCS, which we attribute to our focus in professional development on the third Standard for Mathematical Practice (i.e., constructing arguments and critiquing the reasoning of others). To improve performance in Concepts and Procedures for 2016-2017, GCS focused on computational fluency, which was identified as a factor impeding the performance of some students, particularly student performing at the “Standard Not Met” level, Students with Disabilities, and English Learners (who in tested grades are frequently both ELs and Students with Disabilities).

### *Subgroup Performance*

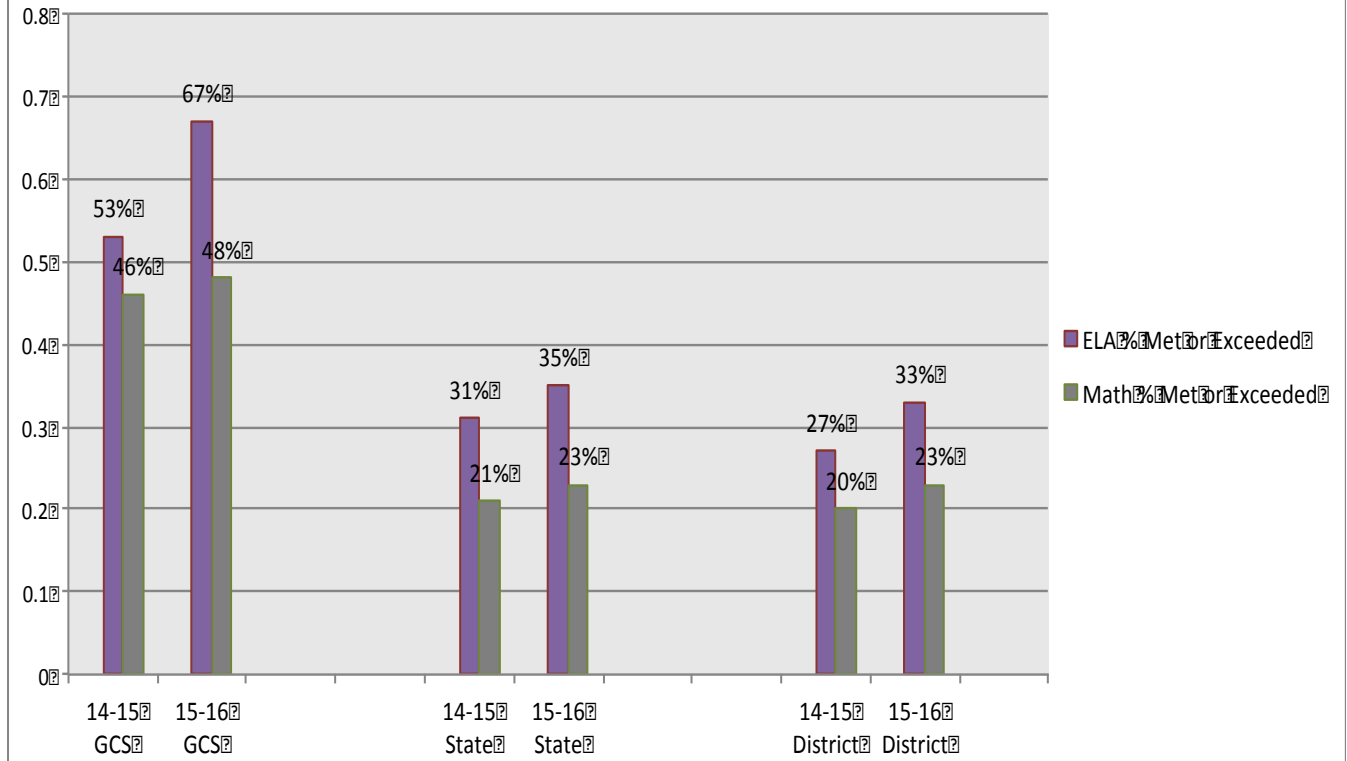
In analyzing the performance of subgroups, it is evident that subgroups present at GCS in significant numbers outperform the District and State averages, as well as comparison schools, with the exception of English Learners in math, whose performance has been less consistent, and who remain a focus of improvement efforts. Success in subgroup performance can be attributed to:

- The implementation of a Response to Intervention system and a robust COST and SST process to track and address students who are not achieving academically (as well as students who may be experiencing socio-emotional or other non-academic factors that impact learning)
- The provision of Tiers 2 and 3 interventions in ELA and math, as well as ELD standards-based intervention for students needing to make faster progress in learning English
- Extensive, structured co-planning time for classroom and RSP teachers, allowing for effective and consistent accommodations to instruction and assessment
- Implementation of designated ELD (protected time for ELD standards-based instruction) in all grade levels since 2013-2014

#### ❖ Subgroup Smarter Balanced Performance

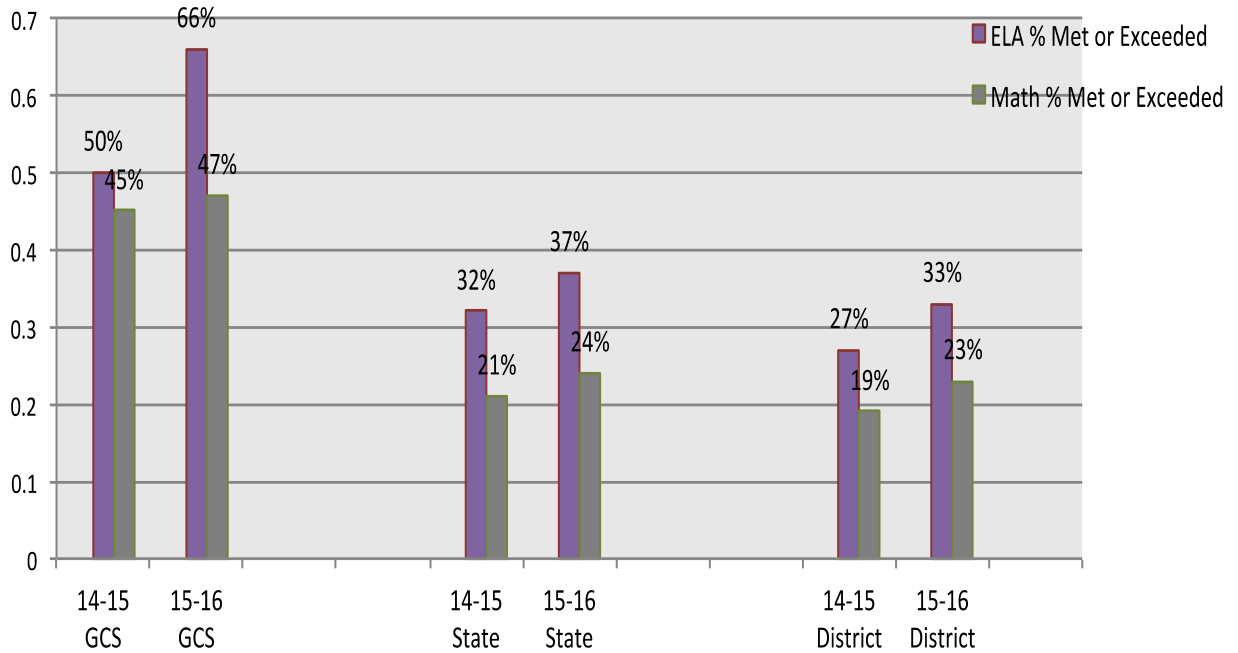
Subgroup SBAC performance for 2015 and 2016 is as follows:

## 2-Year Performance Summary: Low SES Subgroup, % Met and Exceeded



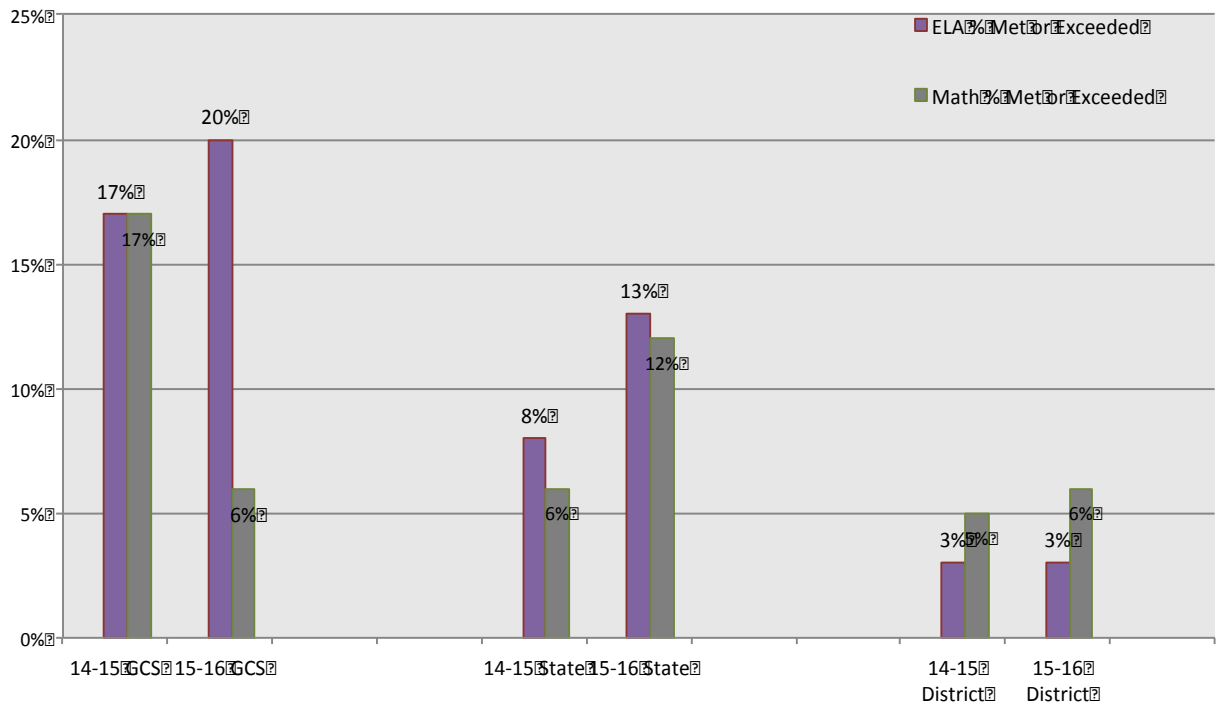
Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)

## 2-Year Performance Summary: Latino/Hispanic Subgroup, % Met and Exceeded

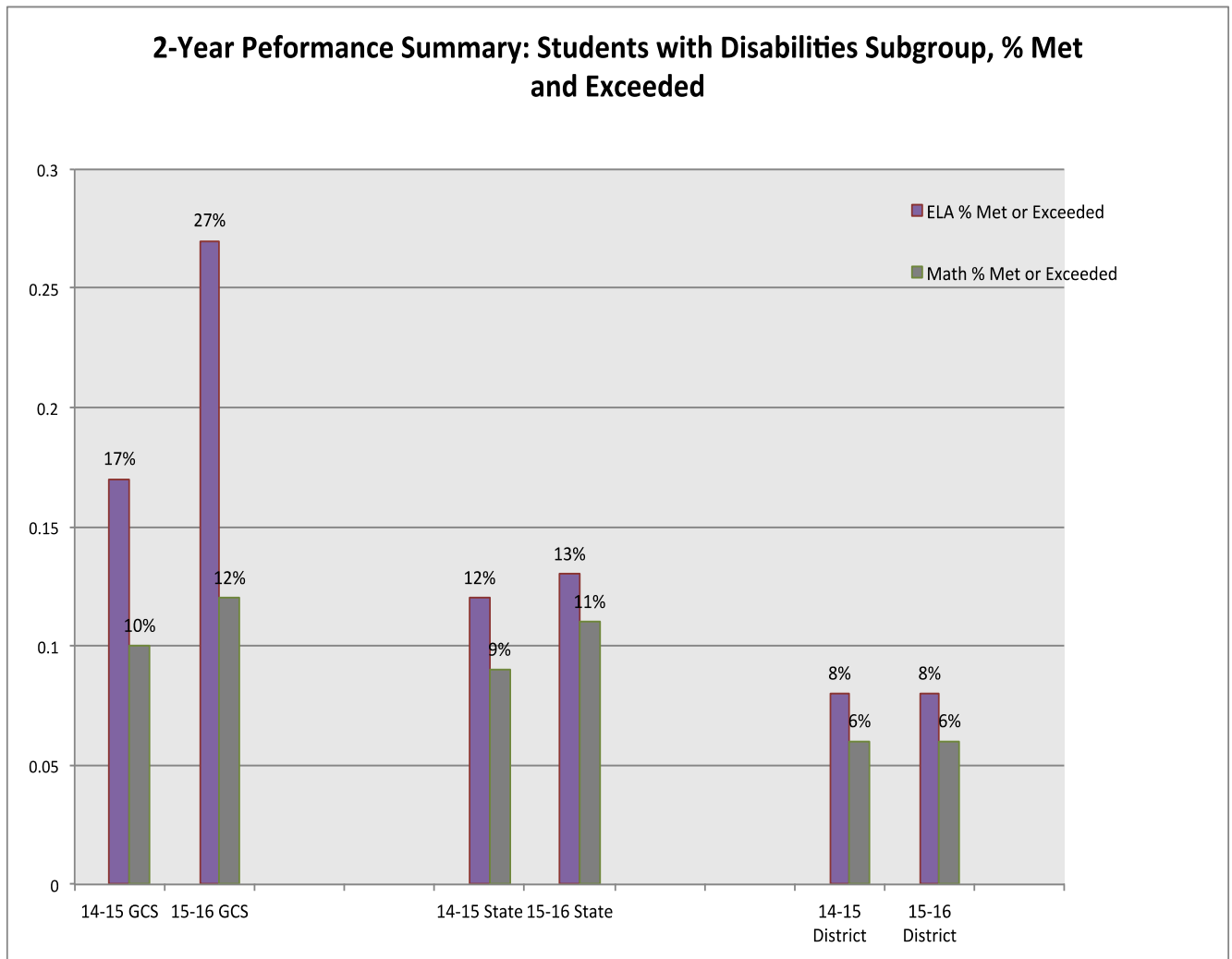


Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)

## 2-Year Performance Summary: English Learner Subgroup, % Met and Exceeded



Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)



Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)

English Learners will remain an intense focus for GCS in both math and ELA. Analyzing the academic performance of the Reclassified English Proficient subgroup, as well as GCS's reclassification rates, shows that a significant portion of students who enter GCS as English Learners learn English and master challenging standards. However, the SBAC performance of currently identified ELs, particularly in math, as well as the most recent CELDT data indicating some EL students are stalled in learning English by this assessment, illustrates a significant challenge in improving the performance of a subset of these students. In particular, students who are both English Learners and Students with Disabilities, whose portion of the overall EL population has grown along with the percentage of Students with Disabilities in the school as a whole, are struggling in multiple areas. Current and future action steps to address this challenge are detailed under **Areas of Challenge and Plans to Address**.

❖ Subgroup Performance on Internal Assessments

An important aspect of GCS's successful transition to Common Core standards has been the use of both externally created/normed and locally created interim assessments aligned to the Smarter Balanced exam in rigor and Depth of Knowledge level. Subgroup performance on these assessments ideally serves as an indicator of the successes of our instructional program in reaching all students. Performance on GCS unit benchmarks in Reading, Writing, and Math, as well as trimesterly performance on the Fountas and Pinnell reading assessment, are currently tracked by EL Students and Students with Disabilities. Data from T3 of the 2016-2017 school year provides a snapshot of the performance of these subgroups compared with the general population:

**T3 (End of Year) Fountas and Pinnell Performance 2016-2017**

<b>Grade Level</b>	<b>% of All Students At or Near Grade Level</b>	<b>% of Els At or Near Grade Level</b>	<b>% of Students with Disabilities At or Near Grade Level</b>
<b>K</b>	69%	72%	50%
<b>1</b>	68%	82%	44%
<b>2</b>	80%	46%	57%
<b>3</b>	98%	88%	93%
<b>4</b>	83%	67%	56%
<b>5</b>	75%	33%	22%
<b>6</b>	92%	80%	71%
<b>7</b>	92%	0%	63%
<b>8</b>	94%	80%	60%
<b>Total</b>	<b>84%</b>	<b>64%</b>	<b>60%</b>

Source: Internal GCS Data

**T3 (End of Year) Reading Benchmark Performance with Subgroups 2016-2017**

<b>Grade Level</b>	<b>% of All Students At or Above Standard</b>	<b>% of Els At or Above Standard</b>	<b>% of Students with Disabilities At or Above Standard</b>
<b>K</b>	64%	56%	25%
<b>1</b>	93%	88%	89%
<b>2</b>	88%	67%	54%
<b>3</b>	86%	43%	62%
<b>4</b>	88%	67%	78%
<b>5</b>	78%	42%	67%
<b>6</b>	90%	80%	71%
<b>7</b>	84%	50%	50%
<b>8</b>	82%	60%	80%
<b>Total</b>	<b>84%</b>	<b>63%</b>	<b>64%</b>

### T3 (End of Year) Math Benchmark Performance with Subgroups 2016-2017

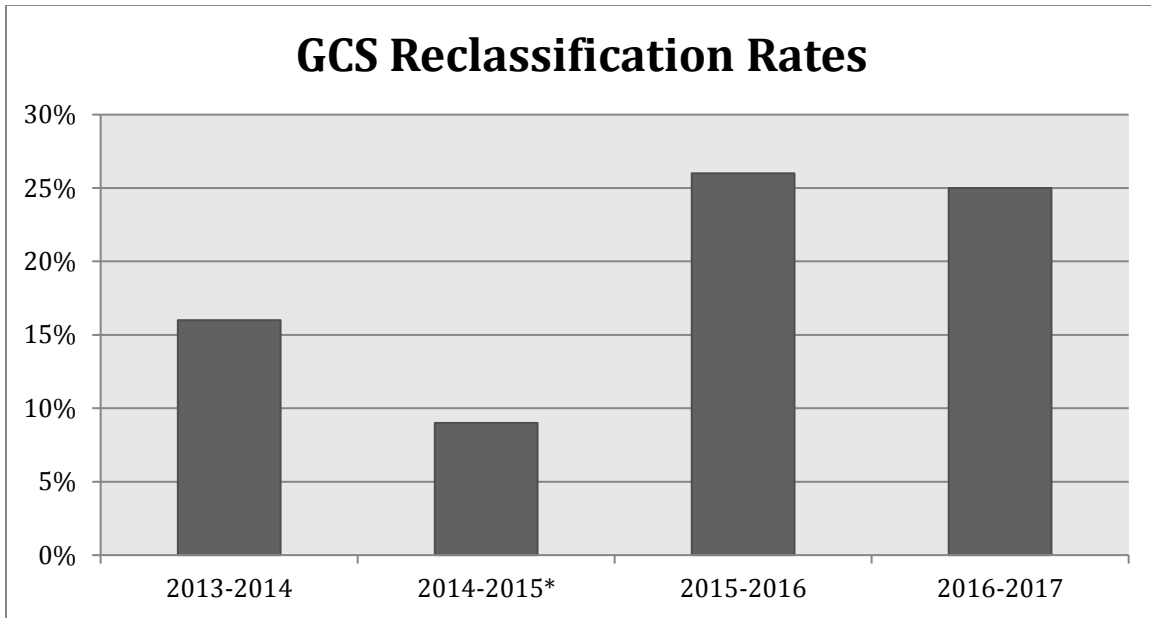
Grade Level	% of All Students At or Near Grade Level	% of Els At or Near Grade Level	% of Students with Disabilities At or Near Grade Level
K	69%	61%	25%
1	98%	100%	100%
2	86%	58%	58%
3	93%	100%	100%
4	77%	42%	56%
5	78%	33%	56%
6	81%	40%	43%
7	71%	50%	50%
8	78%	60%	60%
<b>Total</b>	<b>81%</b>	<b>63%</b>	<b>66%</b>

This data, which is similar to that collected at other trimesters, shows a performance gap between these subgroups and the general population; however the gap is much less pronounced than the achievement gap in SBAC data. This is attributable in part to the format of the Fountas and Pinnell assessment, which allows students to demonstrate knowledge in ways (e.g. orally) that are not captured on standardized state, and to the provision of accommodations on Reading and Math benchmarks which are more personalized and adaptable than what is permitted on the SBAC exam. GCS has identified several action steps, described below under “**Areas of Challenge and Plans to Address,**” to better track performance of subgroups, both in terms of the subgroups tracked on each type of assessment and in terms of aligning the rigor of “meeting standards” on a GCS internal assessment with the Smarter Balanced exam.

#### ❖ Additional EL Performance Data

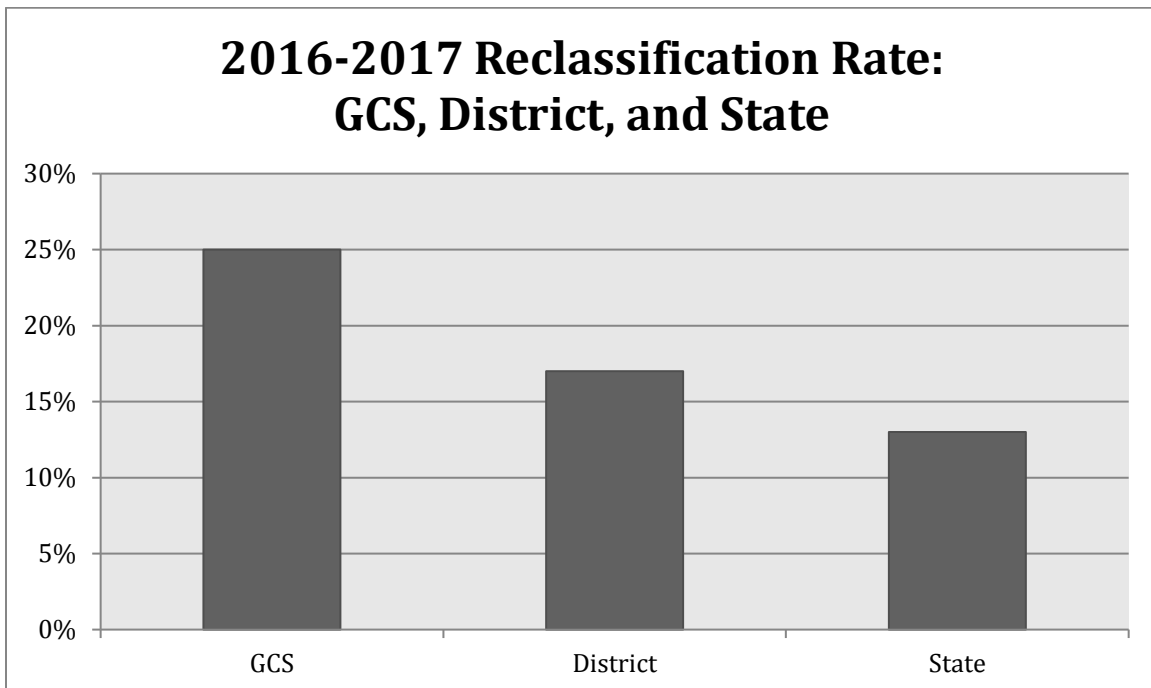
In analyzing the academic success of students who enter GCS as English Learners, GCS additionally tracks its reclassification rate and the performance of EL students on state tests of English proficiency (the CELDT test until 2016-2017).





Source: Dataquest Demographics: English Learners Series (<http://dq.cde.ca.gov/dataquest/>)

*\* Due to an issue with data reporting, not all reclassifications occurring during the 2014-2015 school year were included in the state's numbers. The GCS internally calculated rate (based on Calpads reclassification dates, IGCS student information system records, and cumulative folder records) was **23%** (34 students).*



Source: Dataquest Demographics: English Learners Series (<http://dq.cde.ca.gov/dataquest/>)

GCS has prioritized ensuring that its EL students are progressing steadily towards meeting reclassification criteria. We have done this by providing ELs with appropriate interventions (in math, reading, and/or language development, depending on each student's specific needs and barriers to reclassification), instructing ELs in language proficiency through both Designated and Integrated ELD, and educating parents, staff, and older students regarding reclassification.

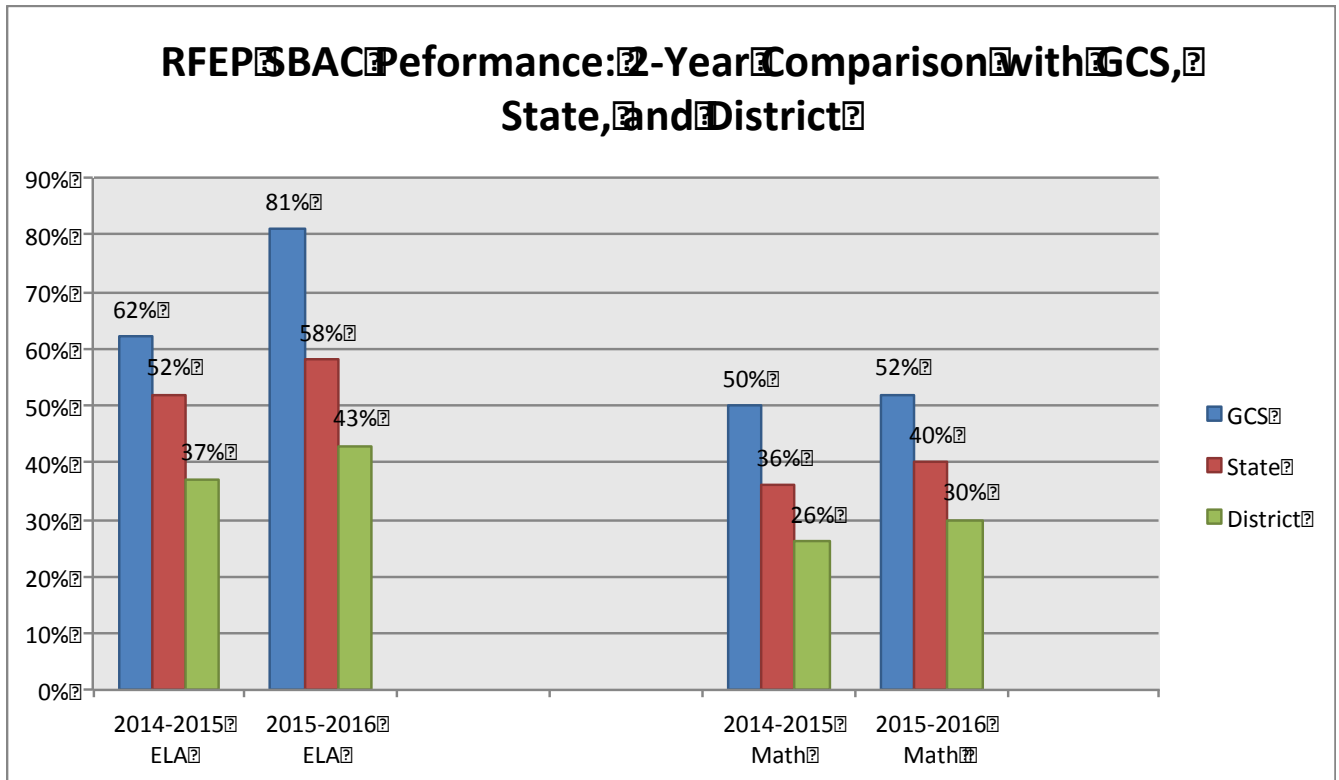
criteria and the reclassification barriers for individual students. For the last two years particularly (and additionally for 2014-2015 based on internal data), GCS has achieved high rates of reclassification.

CELDT Performance (AMAO 1 and AMAO 2)	2013-2014	2014-2015	2015-2016
% of Students Achieving Proficiency: Less than 5 years/ 5 years or more	39%/64%	42% / 86%	54% / 83%
Met state target?	Yes	Yes	Yes
% of Students Making one year of progress	72%	70%	83%
Met state target?	Yes	Yes	Yes

Source: DataQuest Title III Accountability Reports ( <http://dq.cde.ca.gov/dataquest/>)

GCS English Learners have met targets for achievement in learning English, and performance improved after the first 2 years that the Charter School implemented a protected Designated ELD block. Although AMAOs were not calculated for 2016-2017, GCS did identify a stagnation in the progress of English Learners who are also Students with Disabilities. As the school works to support a significant number of ELs each year in meeting reclassification criteria, students remaining in the EL subgroup are increasingly those with multiple challenges (e.g., being an English language learner, having a disability impacting language, and additionally facing socio-emotional and behavioral challenges impacting learning). GCS has worked and will continue to work to design interventions for these students that take into account their individual needs, and to coordinate the efforts of the multiple staff members (e.g., RSP teachers, speech/language staff, classroom teachers, ELD teacher) who work with these students. These efforts are described below under **Areas of Challenge and Plans to Address**.

GCS couples an analysis of reclassification rates with ongoing monitoring of recently reclassified students (through the COST team process) and an analysis of the performance of reclassified students on state assessments. As evidenced by the performance of this group illustrated in the chart below, reclassified students at GCS have the language and content area academic skills necessary to perform at high levels.



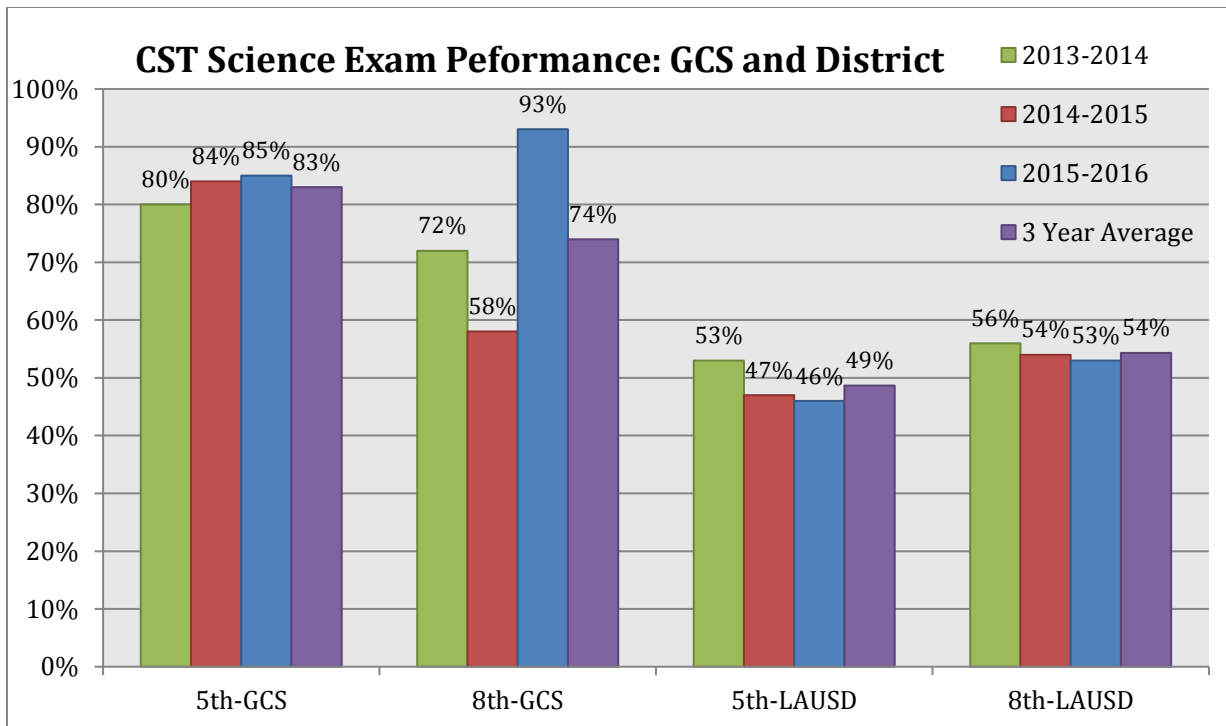
Source: California Department of Education CAASPP Test Results (<http://caaspp.cde.ca.gov/>)

CELDT data and Title III AMAOs 1 and 2 have also historically shown strong performance for GCS ELs, with the number of ELs achieving proficiency as measured by CELDT (AMAO 2) and the number of ELs making adequate progress in English (AMAO 1) exceeding goals set by the state. Although AMAOs were not calculated for 2016-2017, GCS noted a slow down in these measures based on analysis of our most recent CELDT results. In particular, English Learners in upper elementary and middle school who are also Students With Disabilities are struggling to progress towards proficiency on the CELDT. As discussed under **Areas of Challenge and Plans to Address**, GCS has identified several action steps to address performance in this subset of students.

#### *Other Academic Indicators and Indicators Impacting Learning*

##### ❖ CST Science Exam

Analyzing the performance of GCS 5<sup>th</sup> and 8<sup>th</sup> graders on the CST Science exam (detailed in the chart below) shows strong performance in comparison to State and District averages. GCS attributes this success to the integration of science content with ELA and ELD standards and to reinforcement of science content through dance and movement.



Source: Data Quest STAR and CAASPP series (<http://dq.cde.ca.gov/dataquest/>)

#### ❖ Average Daily Attendance

GCS has committed to working with its students, families, and community to achieve a high Average Daily Attendance rate, with the understanding that consistent school attendance is important to student success and that attendance rates are one indicator of our level of student engagement.

Yearly ADA in the current charter term is shown below. Going back to the Charter School's founding, the average daily attendance rate at GCS from 05-06 to 16-17 has been 97%, and the yearly ADA has never fallen below 96%. As we continue to work to provide strong socio-emotional supports for students, GCS hopes to improve attendance to even higher levels.

Year	ADA (Average Daily Attendance)
2014-2015	97%
2015-2016	97%
2016-2017	97%

Source: Illuminate (GCS Student Information System)

#### ❖ School Culture Data: Student and Staff Perception Data and Suspension Rates

Student and teacher perception data indicate that GCS is a safe and positive place to learn as well as an academically challenging setting where both staff and students are held to high expectations, and a supportive culture where feedback and support are routinely given. As discussed below under **Challenges and Areas for improvement**, however GCS has identified the provision of strong, consistent socio-emotional supports as a multi-year focus area for professional development, based both on staff feedback and on suspension rates. After the

school's first year of implementing PBIS (Positive Behavior Intervention and Support) and tracking socio-emotional needs through the COST process, the Charter School's suspension rate fell, both overall and for subgroups, and teacher perception data showed an increase in teachers who felt that GCS has consistent expectations for student behavior and effective strategies for students who struggle to meet them.

For 2014-2015 and 2015-2016, students in grades 4-8 took a survey developed by GCS in partnership with Columbia University asking them to rate their GCS experience and themselves on questions related to the GCS character values. Data is used to identify strengths and weaknesses in the school's culture and the socio-emotional well-being of the student body. Teachers also take a shorter version of this survey to identify potential differences in staff and student perception of our culture. Key results of this survey displayed in the table below show the strong and positive culture created at Gabriella, highlighting that our students feel GCS is a place that encourages them to solve problems, treat others with compassion, and reach out for assistance when needed.

**GCS – Columbia University Student Core Values Survey**

Indicator	14-15 Result	15-16 Result
% students feeling teachers always or often give them a chance to explain what happened when there is a problem	90%	80%
% teachers feeling they always or often give students a chance to explain what happened when there is a problem	100%	100%
% students feeling comfortable asking teachers for help when they have a problem	77%	81%
% teachers feeling that students are comfortable asking for when where they have a problem	90%	80%
% student reporting they always or often treat everyone equally	88%	91%
% students feeling they listen to concerns of their friends	93%	93%

Indicator	14-15 Result	15-16 Result
% students feeling they remain positive and hopeful in times of struggle	76%	81%
% of students feeling they are able to persevere despite setbacks	79%	84%

Source: Spring 2015 and 2016 Teacher's College Character Values Survey Results

Each year, Gabriella Charter School teachers take a survey (*The Insight Instructional Culture Survey*), developed by The New Teacher Project, that measures teacher perception of indicators of strong instructional culture. GCS responses are analyzed over time and are compared to results from a nation-wide group of charters and a subset of high performing charter schools to provide feedback to leaders on how to enhance the instructional culture of our school:

	Overall Instructional Culture Index (0-10)	% of teachers agreeing that "My school implements a rigorous curriculum"	% of teachers agreeing that "I am satisfied with the support I receive at my school for instructional planning"	% of teachers agreeing that "My school is committed to improving my instructional practice"	% of teachers agreeing that "Across my school, there are consistent expectations and consequences for student behavior"	% of teachers agreeing that "My school is a good place to teach and learn"
Gabriella Teachers 2017	8.4	95%	81%	100%	60%	95%
Gabriella Teachers 2016	7.9	100%	71%	76%	48%	95%
Gabriella Teachers 2015	8.6	95%	71%	86%	81%	90%

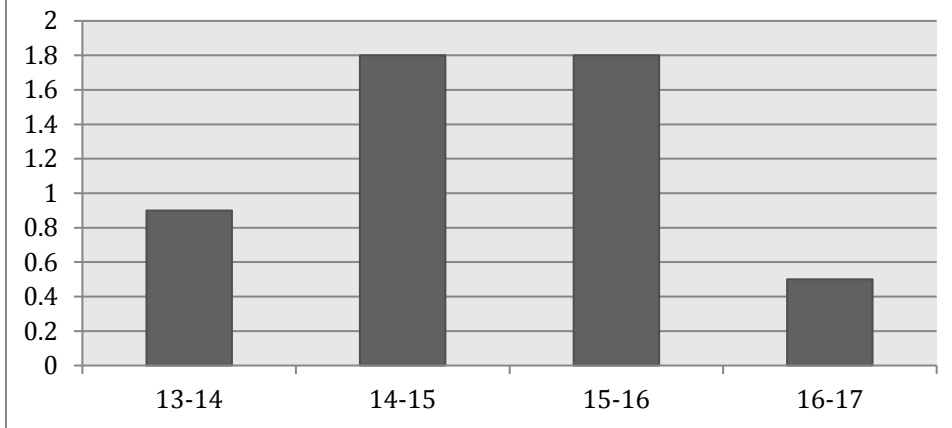
	Overall Instructional Culture Index (0-10)	% of teachers agreeing that “My school implements a rigorous curriculum”	% of teachers agreeing that “I am satisfied with the support I receive at my school for instructional planning	% of teachers agreeing that “My school is committed to improving my instructional practice”	% of teachers agreeing that “Across my school, there are consistent expectations and consequences for student behavior	% of teachers agreeing that “My school is a good place to teach and learn”
Gabriella Teachers 2014	7.7	100%	67%	81%	71%	90%
Charter Average Nationwide (2017)	Not available	71%	56%	67%	38%	61%
National Charters Top Quartile (2017)	8.7	86%	72%	86%	60%	83%

Source: 2014-2017 Spring Insight Survey Results (provided by New Teacher Project)

Data from the Insight Survey shows that GCS teachers feel more positively, in multiple areas, about the instructional culture at their school than the average of charters nationwide. GCS scores consistently match or exceed even the group of “top quartile” charters. GCS attributes a large part of its academic success to the instructional and planning support that teachers have received from coaches during the transition to more rigorous Common Core standards, and Insight Survey results indicates that teachers have valued this support. Insight survey data has also helped the school to identify socio-emotional learning as a focus area (as described further under **Challenges and Plans to Address**) and to track the perceived success of the first year of a multi-year implementation of Positive Behavior Intervention and support (as evidenced by an improvement in the % of teachers feeling that the school has consistent expectations and consequences for student behavior).

While Gabriella Charter School has historically had average suspension rates, data indicate that our numbers have increased in recent years.

## Suspension Rate: 4-Year Comparison



Source: DataQuest Expulsion and Suspension series (13-14 and 14-15 data); DataQuest California School Dashboard series (15-16 data); Illuminate (GCS Student Information System) (16-17 data)  
[\(http://dq.cde.ca.gov/dataquest/\)](http://dq.cde.ca.gov/dataquest/)

Due to this upward trend, GCS created an action plan goal to evaluate our approach to socio-emotional supports and disciplinary systems and align it to that of the Positive Behavior Intervention and Support (PBIS) model. Additionally, several students have changed placement due to their unique needs as students with disabilities. In particular, the suspension rate for Students with Disabilities fell from 4% to 2.4%, noting our initial success with our PBIS approach.

### Success of Innovative Features

#### *The Gabriella Dance Program*

The provision of daily dance instruction is a core feature of the Gabriella Charter School program, a key part of the Charter's mission, and an important promise to its students. A student attending Gabriella from Kindergarten through 8<sup>th</sup> grade participates in over 1500 hours of dance instruction, experiencing up to ten different dance genres. Over the course of the Charter School's last charter term, the Charter School's dance program, which consists of daily dance instruction and dance Integration, has been instrumental to the school's success through promoting student engagement, providing opportunities for student success, and creating alternate avenues for content learning and reinforcement.

#### ❖ Daily Dance Instruction

At GCS we have seen that daily dance instruction, beyond requiring that students engage physically and providing a movement break from more academic instruction, gives students an additional opportunity during the school day to experience success, and to witness the relationship between effort and quality. This is particularly important for students who may not experience as much success in more traditional academic classes, and for whom dance may be central to forming positive feelings about school.



Daily dance classes also provide a consistent context in which to practice important cross-disciplinary “soft” academic skills that are vital to student success both in academics and in future careers, including:

- In their weekly choreography class, as well as more informally in all their classes, students must exercise creativity to compose their own movement pieces, and regularly revise these pieces in the same way that a writing piece is revised during ELA instruction.
- Students regularly give feedback on the performance of others and receive feedback on their own work, helping them to feel comfortable with constructive criticism throughout the school day and pushing them to be specific and positive in their feedback. To create even more meaningful opportunities for peer feedback, GCS dance staff created “Dance Buddies” partnerships, in which 2 classes of different grades partner once each trimester to perform for each other, to give and receive feedback, and to play cooperative movement games.
- Students work cooperatively in partnerships and larger groups, often having to depend physically on each other to produce a desired result.
- Through the year-end performance and preparing for other shows, students experience the role that repetition and practice play in creating a high-quality product.

The quality and meaningfulness of dance instruction at GCS is also evident in the master classes and dance field lessons that have students have been able to experience. Most grades take a field lesson each year to experience a professional performance, at venues such as the Music Center, Royce Hall, and other showcase venues, and older students generally have the opportunity take at least one Master Class, from artists such as Alvin Ailey and American Ballet Theater company members. These experiences give students further opportunities to critique artistic products, expose them to arts as a career, and allow them to interact with adult role models who have worked diligently over the course of many years to achieve a goal.

As GCS has grown, we are particularly proud of the way that the dance program has been responsive to changing student needs and remained engaging for all students. In response to student and family feedback, hip hop and acrobatics were added to middle school curriculum, and Latin Ballroom to 4<sup>th</sup> grade. To meet the needs of an increasing special education population, the Charter School has integrated supports for special education students into the dance studios, and has consulted experts in dance therapy to provide professional development to dance staff.

Evidence suggests that GCS students are engaged with daily dance instruction as well as successful in meeting dance standards. Students receive trimester report card grades in dance so that families, staff, and students can receive feedback about student performance in the dance studio. In order to more specifically track student mastery of dance standards and performance quality, year-end dance benchmarks have been created for each grade level, and are tied to one of the school’s LCAP goals. Initial data for these benchmarks indicates tremendous success:

Year	% of Students Meeting Standards on Year-End Dance Benchmarks
2015-2016	90%
2016-2017	98%

*Source: Internal GCS Data*

The high level of engagement with dance among GCS students is evidenced by the over 100 students each year in grades 4-8 who audition to join Company Kids, a 25-student audition-based dance company that represents GCS at community and artistic events throughout Los Angeles. Engagement with dance continues even after graduation from GCS, as each year a group of GCS alumni also spend several afternoons and Saturdays returning to campus to practice for the annual alumni dance piece, which is presented in the year-end performance.

#### ❖ Dance Integration

Aside from the benefits provided by consistent, high-quality dance instruction, GCS students also benefit from the integration of dance (and other arts) with traditional academic content.

As part of the Charter School's vision for arts and content integration, dance and classroom teachers collaborate to plan and execute student projects and/or performance assessments that integrate dance and Common Core content standards. In addition to frequent integration of these standards within individual lessons (for example, a teacher in a second grade ELD lesson uses arm positioning in ballet to provide a concrete example of the prepositions above, below, and in front of; she then asks her students' ballet instructor to reinforce this concept in the next day's class), one longer project (spanning multiple class periods and culminating in a performance or performance task) integrating academic and dance standards is required in each grade/subject at least once per year.

Examples of longer collaboration projects include;

- A chemical reactions unit in sixth grade incorporates dance standards related to performance, improvisation, and critiquing with sixth grade physical science standards. As a final task, students work in groups to create a movement sentence representing a chemical reaction, while other students provide feedback on the logic and clarity of the way movement was used to represent scientific processes
- A kindergarten unit in which the creative movement instructor pushed in to social studies lessons, guiding students to create tableaus that demonstrated the job functions and tools of different community workers
- Students studying narratives in their Language Arts class concurrently study a narrative ballet in their ballet class, and then create a narrative dance in their choreography class, "revising" their pieces as they revise their narrative writing pieces in the classroom

GCS believes that using movement and dance as an avenue through which to teach and reinforce academic content has contributed to the successes in academic areas outlined under **Academic Performance**. In particular we note the high performance of GCS students on Science assessments compared to other California students. Science has been a frequent collaboration point between classroom and dance teachers, and in a crowded school-day with multiple subjects and standards to cover, more frequent opportunities for exposure to science concepts have been helpful in building student mastery.

In recognition of its dance and other arts programming, Gabriella Charter School was awarded the California Exemplary Arts Education Program Award in 2015-2016, one of less than 30 schools state-wide to receive the award. The National Endowment for the Arts also regularly recognizes the Gabriella Foundation's contributions to the GCS arts program through inclusion of the Foundation in its Art Works Community Grant Program.

### *High Levels of Stakeholder Engagement*

A high level of stakeholder engagement is also a key element of the Gabriella Charter School Charter. This is best evidenced through several measures of family engagement for which the school sets goals and tracks progress:

- Percent of families attending parent-teacher conferences:*

While there are multiple opportunities (e.g. email, parent-teacher communication apps, in-person check-ins) for families and teachers to communicate around student progress during the year, end-of trimester parent conferences are an important point of information sharing and collaboration between families and the school. GCS's 2<sup>nd</sup> trimester conferences are also student led, providing a vital opportunity for students and parents to have conversations around student strengths and growth goals. As a result, GCS makes a strong effort to ensure that every student's family attends conferences, and has a goal that 98% of families do so each year.

Year	Percent of Families Attending Parent-Teacher Conferences
2014-2015	98%
2015-2016	98%
2016-2017	99%

*Source: Conference Sign-in Sheets*

- Percent of parents engaging on campus:* Gabriella Charter School believes that the consistent engagement of parents on campus has a positive effect on school culture and ultimately on student achievement. Parent involvement in any aspect of the School encourages parents to become more involved in all aspects of their child's education, promotes partnership between staff and families, and gives students concrete evidence that their families value what happens at school. GCS makes a concerted effort to provide and promote a wide variety of opportunities, described further in Element 4, for family engagement that fit the different skills, preferences, and schedules of GCS families. These include participation in formal parent groups (e.g. School Site Council, ELAC, and the GCS Parent Association), assistance with ensuring the GCS campus is a safe and welcoming environment (e.g., helping with car drop-off, visitor check-in, and campus beautification, parent education opportunities such as math/literacy nights, and opportunities to experience the school's program alongside students (e.g., family dance classes where families dance alongside students for the day). GCS tracks parent engagement with the school through sign-in sheets and engagement hour logs, and has a goal that 95% of parents will engage with the school each year.

Year	Percent of Families Engaging On Campus
2014-2015	95%
2015-2016	97%
2016-2017	100%

Source: Parent Engagement Logs

- *Number of engagement hours complete by parents:* GCS also tracks the number of parent engagement hours completed each year, and has a goal that at least 7,000 hours will be completed.

Year	Number of Parent Engagement Hours Completed
2014-2015	7,781
2015-2016	8209
2016-2017	8182

Source: Parent Engagement Logs

In addition to family engagement, GCS has consistent volunteer presence by its alumni on campus, as well as a group of active community volunteers who are able to provide additional intervention and enrichment to students in small groups and assist teachers with classroom tasks.

- *Parents' perception of their engagement with the school:* Annually, parents across the school are asked to participate in a School Experience Survey designed by LAUSD. Two quality indicators in this table demonstrate that GCS parents have consistently rated their experience at GCS as positive, and agreed that they are aware of multiple opportunities to engage at the school

Year	% of parents reporting they feel welcome at their school	% of parents responding opportunities for involvement were available to them
2012-2013	93%	96%
2013-2014	96%	96%
2014-2015	95%	95%
2015-2016	97%	99%

Source: LAUSD School Experience Survey: <http://www.reportcardsurvey.lausd.net>

Success of school's educational program in meeting needs of student population

#### *Meeting Community Need- Academics*

As detailed earlier under **Academic Performance**, Gabriella Charter School's program has continued to meet a need in its community for a high quality educational program. The 90026 zip code in which Gabriella is located, and from which the largest percentage of its students hail (based on 2016-2017 student contact data), is one in which families face multiple challenges that correlate with difficulty in achieving educational success (although the neighborhood has seen demographic changes due to gentrification in recent years). The next largest portion of Gabriella's students hail from the Westlake/Pico union neighborhood, where GCS was located until 2009, with 90057 being the second most represented zip code. The demographics of this zip code more closely mirror the characteristics of Gabriella's student body in terms of family income and ethnicity.

#### **Key Demographics of 90026 and 90057 Zip Codes**

<b>Race/Ethnicity</b>	<b>90026</b>	<b>90057</b>
Latino/Hispanic	55%	68%
Asian	18%	21%
White	23%	5%
African American	3%	5%
<b>Income Measures</b>	<b>90026</b>	<b>90057</b>
Median Income	\$44,973	\$27,890
% of Residents below Poverty Level	23%	37%
% of Families with Children Below Poverty Level	32%	48%
<b>Educational Attainment</b>	<b>90026</b>	<b>90057</b>
% of High School Graduates	76%	54%
% with Bachelor's Degree or Higher	36%	18%

Source: American Factfinder Community Facts – all data from 2015 American Community Survey ([https://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml))

Through the Los Angeles Times' Los Angeles neighborhood demographics project, demographic data organized by commonly recognized neighborhood boundaries is also available. The chart below shows key demographics in Echo Park and Westlake.

#### **Echo Park and Westlake Key Demographics**

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

<b>Demographic</b>	<b>Echo Park</b>	<b>Westlake</b>
% of residents below poverty level	23.2%	39.5%
% of residents with high school diploma or higher	68%	41%
% of Latino/Hispanic residents	64%	73.4%

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

An important part of Gabriella Charter School’s mission is to serve the specific needs of students who have traditionally faced challenges to high levels of educational attainment and who have limited access to consistent, high quality arts education. To evaluate GCS’s success in serving its specific student population, GCS’s historic academic performance can be compared with that of its students’ resident schools based on their addresses and with schools identified as “similar” to GCS (data set provided by LAUSD Charter Schools Division for School Year 2016-2017). Based on this comparison and examining data from both the current and previous accountability and testing programs, GCS offers an important educational option for our students:

**Comparison with Resident & Similar Schools: SBAC for 2014-2015 & 2015-2016**

<b>Data Point</b>	<b>GCS % Met or Exceeded Standards</b>	<b>Average % Met or Exceeded Standards: Resident Schools</b>	<b>Average % Met or Exceeded Standards: Similar Schools</b>
2014-2015 ELA SBAC	55%	23%	38%
2015-2016 ELA SBAC	69%	31%	45%
2014-2015 Math SBAC	49%	19%	36%
2015-2016 Math SBAC	51%	24%	39%

*Source: Data set provided by LAUSD Charter Schools Division*

**Comparison with Resident & Similar Schools: CST/API for 2011-2013**

<b>Data Point</b>	<b>GCS</b>	<b>Resident Schools Cohort (average)</b>	<b>Similar Schools Cohort (average)</b>
2013 CST ELA % Proficient or Advanced	72%	44%	59%
2013 CST Math % Proficient or Advanced	82%	55%	87%
2011 API	875	757	804
2012 API	892	765	844
2013 API	892	754	849

*Source: Data set provided by LAUSD Charter Schools Division*

To additionally evaluate the success of GCS’s educational program in meeting the specific needs of its target population, subgroup performance among key demographic groups represented at GCS and in the communities from which we draw our students. Two predominant characteristics of the population in the communities served by Gabriella are:

1) high proportion of Latino/Hispanic and 2) a high proportion of socio-economically disadvantaged residents. The success of Gabriella Charter School’s academic program with

these subgroups is highlighted under **Academic Performance** above, with SBAC scores for these subgroups consistently outperforming District and State levels.

As highlighted in the **Academic Performance** section and discussed further below under **Challenges and Plans to Address**, GCS is working to address an achievement gap between its English Learners, who constitute another significant subgroup, and non-EL students. In particular, EL students who are also Students With Disabilities struggle both with progress in English and with academic content. The rate at which GCS has reclassified English Learners (most recently a 25% rate as compared to a 17% District-wide rate and a 13% state-wide rate), however, points to success in learning English and content for many ELs who attend GCS.

The school's success in serving Special Education students, who have made up an increasing portion of the school's population over the course of its last charter term, is also evident in its SBAC subgroup performance. Additionally, GCS was recognized by the California Charter Schools Association in its report *Meeting the Needs of Every Student Through Inclusion* (<http://www.ccsa.org/blog/2016/10/2016-special-education-report-press-kit.html>) for its success in meeting the needs of Special Education students. Inclusion was based on performance of the Students with Disabilities on Spring 2013 and Spring 2015 state assessments compared to the performance of this subgroup statewide and at similar schools.

#### *Meeting Community Need - Arts*

An additional community need met by Gabriella Charter School's program is access to quality arts education. The neighborhood served by GCS has a demonstrated need for access to quality, consistent and low-cost or free arts education, which is a need mirrored in Los Angeles and the Los Angeles Unified School District as a whole.

A recent Los Angeles Times analysis (Menezes, Minalik, Torres & Welsch, 2015) surveyed Los Angeles Unified schools regarding their arts education programs. Among district schools, only 5% were awarded a grade of "A", defined as offering a variety of arts education programs with regular instruction offered to virtually all students. Arts education is increasingly a priority in the District and State, as research mounts pointing to the academic and socio-emotional benefits arts education provides students, and as Common Core standards, designed to work best when taught in ways that integrate multiple subject areas, are fully implemented.

Among schools surveyed in the Echo Park and Westlake areas, only 22% percent received a grade higher than C, with specific distributions by letter grade detailed below:

### Distribution of Arts Scores Among Elementary & Middle Schools in Echo Park and Westlake Areas

Grade	# of Schools	Percentage of Schools
A	0	0%
B	4 (Esperanza Elem, Hoover Elem, Allesandro Elem, Rosemont Elem)	22%
C	12 (Mayberry Elem, Elysian Heights Elem, Lake St. Primary, Dorris Place Elem, Plasencia Elem, Sal Castro Middle, Union Ave Elem, GLAYS Elem, Lafayette Park Primary, Commonwealth Elem, Young Oak Kim Middle, John Leighthy Middle)	67%
D	2 (Clifford Elementary, Logan Elem)	11%

Source: <http://schools.latimes.com/en/grading-the-arts/>

Among schools with a score of C, arts instruction was significantly limited either in duration (e.g. only provided for 9 weeks), instructional minutes (e.g. 30 minutes or less week), or number of students served (e.g. less than half of students actually receiving instruction), and often was limited in more than one way. Even among schools rated as B, staff commonly reported at least one of these limitations. *Daily*, high quality arts instruction of the type to be provided by Gabriella Charter School is extremely rare. Even consistent, year-long *weekly* instruction is uncommon. We are proud to continue to offer the comprehensive arts program that our students, families, and external partners have always valued.

In addition to providing daily dance and weekly visual arts and music instruction to its students, Gabriella Charter School has brought exposure to the arts and opportunities for arts instruction to its local community and to a wider Los Angeles community. Honoring its commitment to the District, the school, through its partnership with the Gabriella Foundation, has brought to the community since 2009 an after-school community dance program offering more than 20 classes weekly. Students in this program, most of whom are not Gabriella students, study a wide variety of dance genres from professional instructors and participate each year in a professionally-staged performance.

Gabriella Charter students have performed as dancers at a wide variety of community and school district events, including the Echo Park Holiday Parade, the Echo Park Farmer's Market, the Los Angeles Natural History Museum, and the LAUSD South-Central Dance Festival, allowing them to serve as ambassadors for the importance of arts education within Los Angeles an LAUSD. Both Gabriella Charter School and the Gabriella Foundation have also collaborated on several occasions with Cortines High School, LAUSD's flagship performing arts campus, most recently on a joint performance featuring Cortines freshmen and Gabriella Charter middle school students. Gabriella staff have also collaborated and shared best practices with other Los Angeles Unified educators, including presenting on dance-content integration strategies at LAUSD's Promising Practices Forum in the summer of 2016.

That GCS is meeting a need for its target student population is also evident in the continued demand for enrollment. GCS receives an average of 300 more applications than it has open enrollment spots available during open enrollment each year, and regularly carries a wait list of over 200 students.



## Areas of challenge and plans to address

### *Areas of challenge*

In order to move further towards our vision that all students have the opportunity to learn, dance, and succeed, Gabriella Charter School plans to address the following challenges:

- **EL Performance:** *Academic progress is not fast enough for a subset of the students who come to us as English Learners.*

Although high reclassification rates and strong SBAC performance of reclassified students indicate that many of our EL students are well served by our educational program, another group of EL students, often consisting of students who are both English Learners and Students With Disabilities, struggles with academic content (as indicated by SBAC scores) and in some cases is stalled in progress learning English (as indicated by the CELDT).

- **Socio-Emotional Learning:** *The Charter School sees a need to improve the structures, practices, and resources dedicated to promoting socio-emotional health among its students.*
- Although Gabriella Charter School has always prided itself on, and been commended for, high levels of students engagement and high expectations for student behavior, staff in recent years have indicated a need for more support in dealing with student behaviors and needs that interfere with learning. As the school's population of Students with Disabilities has grown (from 11.7% in 2012-2013 to 17.4% in 2016-2017), it has also been important that staff are given appropriate resources for supporting students with IEP goals related to socio-emotional health or behavior. An increase in suspension events in 2015-2016 compared to previous years further pointed to a need to focus professional development and resources in this area. Data from the Insight Survey, administered yearly to teaching staff to determine satisfaction with the School as an environment for teaching and learning, also pointed toward this area of need. Teachers agreeing that "across my school, there are consistent expectations and consequences for student behavior" went from 81% of teachers agreeing in 2015 to 70% agreeing in Fall 2016, indicating a need to develop in socio-emotional education and response to behaviors.

In addition to these specific focus areas, GCS has action plans for improving academic outcomes for all students in reading and math, with special emphasis on improving EL and Students With Disabilities subgroup performance. The action plans outlined below address these general improvement goals in addition to the identified challenges with EL performance and Socio-Emotional Learning.

### *Actions Plans for Improvement*

#### ❖ Improvement in English Language Arts

- In upper elementary and middle school, department-specific professional development time will focus on creating strong formative assessments that will allow teachers to more quickly identify student needs and misunderstandings to adjust instruction as quickly as possible. The focus on formative assessment will help students prepare for the rigor of benchmarks and SBAC assessment – as they will continue to be refined along Webb’s Depth of Knowledge.
- ELD and RSP teachers will push in to ELA department professional development to consult regarding accommodating assessments and to analyze patterns in formative assessments of ELs and Students with Disabilities.
- Responding to Fountas and Pinnell assessment data showing a large number of students “near” but not on grade level, GCS will continue its focus on in class instruction for Tier 2 and low Tier 1 students and will utilize EL Support resources recently published to complement GCS’s Reading Workshop curriculum.
- With several new teachers on staff in the early elementary grades, the ELA focus for these grades will be building consistent instructional practices in foundational skills. ELs and Students With Disabilities at these levels, who are more likely than other students to be struggling with decoding, will benefit from systematic, multi-sensory instruction in foundational skills, and from consistency in instructional routines.

Indicators to measure improvement in this area include SBAC data, Fountas and Pinnell data, trimester benchmarks, and foundational skills assessment data such as the Consortium on Reading Excellence (CORE) Phonics Survey.

#### ❖ Improvement in Math

- In 2016-2017, efforts to improve performance in mathematics included 1) defining math fluency standards for each grade level to ensure that essential operations were mastered; and 2) building common practices in two standards for mathematical practice (SMP 3 and SMP 6).
- An outside math consultant and an outside EL consultant were brought in to observe math instruction and provide feedback to teachers, specifically on supporting students in constructing viable arguments and critiquing the reasoning of others (i.e., SMP 3).
- Because English Learners and Students with Disabilities struggled with computational fluency and the Concepts and Procedures claim on the SBAC, their progress in meeting fluency goals was monitored, and will continue to be monitored, to ensure they are receiving extra practice when necessary.
- For 2017-2018, math improvement efforts, and professional development within the math department, will focus on implementing a consistent lesson structure in grades K-3 and 4<sup>th</sup>-8<sup>th</sup> grade span groups, which will allow for the daily collection of formative data within the lesson in order to provide immediate support to students not meeting standards. This standardization will bring elementary math instruction more in line with the structure already used in middle school, where the student performance in math has been stronger as measured by both SBAC and iReady.
- In addition to benefiting by the consistency of instructional routines, SPED and EL students will be helped by a lesson structure that allows for immediate re-teaching/reinforcement, within the same lesson, of the concepts introduced.

- As part of its efforts to improve mathematics performance over the past two year, GCS identified a need for a standardized, interim assessment for math that would be both predictive of performance on SBAC and useful in identifying students and areas of need for Tier 2 and Tier 3 math intervention. GCS will continue to refine and evaluate its use of the iReady assessment for this purpose.

Indicators to measure improvement in this area include SBAC math data, progress toward grade level fluency goals, trimester benchmarks and iReady assessment data.

❖ Improvement in EL Subgroup Performance

- In order to ensure that EL students with disabilities show improvement on the CELDT (as measured by the CELDT Re-test for reclassification purposes that will be administered in Fall 2017), RSP teachers for each grade level and ELD staff have analyzed CELDT performance over the past two years for each student and designed targeted lessons to be taught during RSP push in or pull out periods.
- ELD IEP goals have been aligned to areas of weakness on the CELDT and/or areas of need based on analysis of the student's GCS ELD portfolios.
- The structure of Designated ELD in 3<sup>rd</sup> – 5<sup>th</sup> grades (where the least number of students made progress in learning English in 2016-2017) will be adjusted for the 2017-2018 school year. Designated ELD previously occurred within a content/language block, which included both core science instruction and small group language lessons including Designated ELD for ELs. As teachers incorporated elements of NGSS science instruction, increased time spend on science content began to narrow specific language instruction. To better protect Designated ELD instruction, it has been moved in those grades to a dedicated differentiation period.
- ELs failing to make progress in learning English as measured by CELDT and/or by progress in GCS ELD Portfolios will receive intervention according to their identified areas of need. The GCS COST (Coordination of Services) team will consider appropriate interventions for each student, which may include ELD standards-based intervention, intervention focused on Foundational Skills, or Reading intervention using the LLI Intervention program aligned with GCS's Reading Curriculum.
- EL status will be considered by the GCS COST team along with data points used to identify students eligible for math and reading interventions and for summer school
- New kindergarten and first grade students will be given an oral language screening, and EL students identified as at risk for language difficulties will be provided oral language intervention, provided during the school day by the ELD Teacher or an Intervention Instructor.
- Professional development will focus on standardizing key instructional routines across classrooms and grade levels (as described in ELA and math action plans), a strategy benefitting EL students, and particularly EL students with disabilities.
- Professional Development foci in ELA and math (as described above) have been selected with the performance of EL and Students With Disabilities in mind, and will include explicit refinement of strategies to increase EL performance in each content area.

Indicators to measure improvement for EL academic performance include scores on the 2017-2018 CELDT Retest (administered to all ELs who did not meet CELDT proficiency criteria in 2016-2017), progress on GCS ELD portfolios, performance of the EL subgroup on trimester

benchmarks, Fountas and Pinnell reading assessments, iReady assessments, and EL subgroup SBAC performance.

❖ Improvement in Socio-Emotional Learning

- After researching options for a whole school approach to socio-emotional learning and behavior management, GCS elected to implement PBIS (Positive Behavior Intervention and Support), described further under Element 10 below.
- The current GCS Principal, Assistant Principal of Culture, and Director of Special Education participated in a year-long PBIS training provided by the Los Angeles Unified School District during the 2016-2017 school year and created a PBIS implementation plan for GCS.
- The teacher leadership structure will be refined beginning in 2017-2018 to include a PBIS lead who will help lead implementation for each grade span in addition to the existing content leads.
- Whole-staff professional development around PBIS implementation was presented to GCS staff during 2016-2017, and will continue to be presented during 2017-2018 and 2018-2019.
- A School Counselor position was added to help address the growing socio-emotional needs of students. This position will provide counseling services to Students With Disabilities, work with middle school teachers on socio-emotional lessons, which will occur during Advisory, work with small groups of students with socio-emotional needs, and serve as a case manager for students who need the most support but have not been identified as needing Special Education services.

Indicators to measure improvement in this area include suspension rates, Insight Survey Data, and numbers of students identified as in need of “Tier 2” and “Tier 3” behavioral supports

❖ Improvement in Data-Tracking and Use

- To more accurately and quickly identify and address issues among subgroups, GCS will ensure that all internal data points are tracked by Low-income, EL, and Student With Disabilities subgroups (currently trimester benchmark scores and end of trimester Fountas and Pinnell assessment levels are tracked by EL and SPED subgroups). iReady math assessments and the CORE foundational literacy assessments used by primary grades are not currently tracked by subgroups. To facilitate this subgroup tracking and analysis, data currently tracked in spreadsheets or within assessment programs (e.g. iReady) will be moved to Illuminate (the Charter School’s student information system). This process has already begun, with Fountas & Pinnell assessment data moving to Illuminate as of Fall 2017.
- In addition, EL performance on assessments will be disaggregated to further track the subset of EL students who are also Students with Disabilities. This will allow staff to further differentiate supports and direct resources to this group as necessary.
- Information included in the GCS Board Performance Dashboard, which is reviewed by the Board, by Board Committees, and by GCS School Leaders, will be updated to include this additional subgroup differentiation, as well as to include the measurable outcomes listed below in the Charter School’s LCAP table.

Indicators to measure improvement in this area include: Illuminate reports, and the Board Performance Dashboard.

## **Student Population to be Served**

### **Target Student Population**

Gabriella Charter School expects to continue serving a K-8 student body with significant numbers of students who are socio-economically disadvantaged, who are English Learners, and who are Students with Disabilities.

Demographic trends over the last charter term are shown in the following tables:

### **Gabriella Charter School Population by Ethnicity 2013-2017**

<b>Ethnicity</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
African American	2.3 %	1.8 %	1.4 %	2.1 %
Asian	5.0 %	4.8 %	4.4 %	3.7 %
Filipino	1.8 %	2.1 %	2.3 %	2.5 %
Hispanic Latino	87.4%	87.4 %	86.4 %	88.5 %
White	3.0 %	3.4 %	4.6 %	2.3 %

Source: Dataquest enrollment series (<http://dq.cde.ca.gov/>)

### **Gabriella Charter School Population: Socio-economically Disadvantaged, English Learner, and Students With Disabilities 2013-2017**

<b>Category</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Socio-economically Disadvantaged	89.7 %	88.0%	87.0%	83.7 %
English Learner	32.0 %	32.9 %	30.3 %	28.9 %
Students with Disabilities	14.5%	14.0 %	15.2%	17.4 %

Source: Dataquest enrollment series (<http://dq.cde.ca.gov/>)

While GCS's demographics have remained relatively consistent over the charter term, the population has shifted as the neighborhood surrounding GCS's Echo Park campus has changed, and as students who enrolled in the school when it was located in the Westlake neighborhood have graduated. This has resulted in a decline in the school's Asian and socio-economically disadvantaged populations. The number of English Learners has also declined. While the number of English Learners entering kindergarten has remained relatively constant at an average of 60% each year; the numbers of English Learners in upper grades has declined as the school has worked to increase their reclassification rate.

Another notable trend has been an increase in the number of Students with Disabilities served by the school. At the end of the 2016-2017 school year, enrollment of this subgroup had risen to 19%. GCS attributes this trend in part to the school's success in serving these students. Families of students with disabilities increasingly hear about the school through agencies and organizations that work with this population and through current GCS families.

As GCS enters its new charter term, we will continue to ensure that we reach out to a diverse set of potential families, and to particularly outreach to socio-economically disadvantaged families, as described in Element 8, in order to continue to fulfill our mission of serving this population.

#### Five-year Enrollment Plan

Our plan for enrollment over the next charter term is as follows:

Enrollment Roll-Out Plan					
Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K (incl. TK)	26	26	26	26	26
1	26	26	26	26	26
2	26	26	26	26	26
3	26	26	26	26	26
4	26	26	26	26	26
5	26	26	26	26	26
6	28	28	28	28	28
7	28	28	28	28	28
8	28	28	28	28	28
<b>Total</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>

## Goals and Philosophy

### Mission and Vision

Our **mission** is to join academic rigor with the creativity of dance to engage the hearts and minds of young people in underserved communities, empowering them to excel both inside and outside the classroom.

Our **vision** is giving all students the opportunity to learn, dance, and succeed.

To move towards our vision and carry out our mission, we operate each day with the following concepts in mind:

- **High Expectations:** Our organization is driven by the core belief that achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other “risk factors.” We know that all children can achieve rigorous, comprehensive learning objectives with the individualized and caring support of highly qualified teachers. We hold everyone in our school community – school leaders, faculty, staff, students, parents -- accountable for working hard and continuously striving to meet our high expectations in a school culture of excellence.

- **Engagement:** Our dance-themed curriculum builds on children’s natural curiosity and promotes *joy* in the learning process. Dance and other arts serve as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation. The transfer of ideas, skills and focus from the discipline of dance to the discipline required in an academic classroom is a powerful tool. High levels of student engagement promote critical thinking, English Language development, and the mastery of content standards, and inspire students to take an active role in their education and future.
- **Community:** A culture of community and collaboration permeates the school -- children are nurtured and supported by the entire school community – teachers, school leaders, fellow students, families and community volunteers -- in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life. Our small school environment with smaller class sizes helps foster a child-centered approach to learning in which children form meaningful relationships with several adults (classroom teachers and aides, dance/arts instructors, parent and community volunteers) and receive daily, individualized instruction and attention. Students, parents, teachers and staff develop an important sense of “belonging” in our school community; this sense is a powerful force in combating the challenges faced outside our school walls.

#### Characteristics of an Educated Person in the 21<sup>st</sup> century

As the world changes rapidly through the prevalence of new technologies and globalization of the world’s economy, consideration of what it means to prepare students for these global realities is perhaps more important now than for educators in the past several decades. While the educated 21<sup>st</sup> Century person certainly requires strong English and math skills, there is a growing recognition of the fact that creativity, problem-solving skills, and an ability to think critically and analytically are imperative to success both now and in the future. As the author Daniel Pink discusses in *A Whole New Mind*, a relevant education for today’s economy is one that moves away from “the logical, linear, computer like capabilities of the Information Age” to emphasize “inventive, empathetic, and big-picture capabilities.” The acclaimed journalist and author Thomas Friedman similarly argues in *The World is Flat* that today’s global economy emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. Over the course of GCS’s 12 years of operation, the economic and educational landscapes have evolved in ways that make it more important than ever to provide students with an education that provides daily opportunities and multiple avenues for creativity, critical thinking, and problem-solving.

The following expected outcomes for a GCS student have been revised and updated with input from GCS students, staff, families, and other community stakeholders.

We believe an educated person in the 21<sup>st</sup> century is one who is:

#### **Academically Proficient**

- Meets and exceeds rigorous school and state standards in order to be prepared for a college preparatory curriculum. As a K-8 school, GCS aims to have its students begin high school ready to take and succeed in the classes, including courses that meet A-G requirements as well as advanced placement classes, that will make them “college-ready” (i.e. able to enter college without remedial coursework)

**An Effective Communicator**

- Receives and comprehends the messages of others, using strategies such as active listening and note taking;
- Conveys clear, compelling messages to others verbally and in writing in standard academic English;
- Respects, appreciates and understands diverse cultures and individuals;
- Speaks and performs with confidence in a group and in front of an audience; and
- Utilizes technology fluently to give, receive, and enhance communication.

**A Critical Thinker & Problem Solver**

- Applies logical and creative-thinking skills to problem-solving and decision-making;
- Understands cause and effect relationships in both academic and social settings;
- Employs technology to gather and evaluate information to solve problems;
- Resolves conflicts in a positive, constructive manner; and
- Applies learned skills and concepts to new situations.

**An Engaged Learner**

- Demonstrates a strong work ethic and self-motivation in a variety of formal and informal settings;
- Assesses his/her learning needs in order to set and achieve realistic goals, including accessing additional resources or adjusting learning strategies as appropriate;
- Applies the skills necessary to work effectively both alone and in cooperative settings; and
- Recognizes and demonstrates the GCS core values of Compassion, Flexibility, Resilience, Integrity, and Creativity that contribute to success in school and in life.

**A Confident and Active Participant in the Arts**

- Comfortably and confidently performs or shares artistic products;
- Demonstrates an appreciation for and enjoyment of multiple art forms;
- Responds critically to others' artistic products; and
- Recognizes the way in which the physicality of dance and healthy living contribute to success in school and life.

In addition to articulating and reflecting on these expected student outcomes, GCS has examined its program with relation to the concept of "College and Career Readiness" and identified ways in which its program promotes aspects of this readiness. "College and Career Readiness" at GCS means students will enter high school with the academic content, technological skills, and communication skills that put them on track to complete college preparatory high school courses. They will also enter having experienced success within non-academic school activities (e.g. dance), with knowledge of different college choices and career paths, and with experience solving academic, social, and inter-personal problems independently and collaboratively with peers. The National School Superintendent's Association (AASA) has identified several indicators of this readiness through its *Redefining Ready* Project (<https://www.redefiningready.org>), and GCS's program leads students towards achievement of many of these indicators.



- A high level of rigor, which is achieved through selection of curricular materials and use of a variety of Depth of Knowledge levels in assessments and instructional tasks, prepares students to take more advanced classes (e.g. AP) in high school. These classes have been found to be an indicator of college success.
- The GCS math program, including interventions for students who are below level and an additional Algebra course for students who are ready, prepares students to take at least Algebra II, and often more advanced classes in high school. Completion of math courses at least up to Algebra II is also considered an indicator of "College Readiness."
- Students have meaningful opportunities to participate daily in the arts, and are able to explore other non-academic activities (e.g., Student Council, Math Club) Participation in extra-curricular activities is considered an indicator of "Career Readiness."
- The GCS middle school advisory program gives students an opportunity to research careers and to participate in projects that serve their school and local communities. Being aware of possible career interests and participation in community service are also indicators of "Career Readiness."
- The GCS Core Values and the instruction, reinforcement, and recognition of these values support development of the resilience and persistence recognized as an important aspect of "Readiness" for both college and career.

### How Learning Best Occurs

At Gabriella Charter School, we have demonstrated the foundations for a successful learning environment that we believe should be replicated in the public school sector for the benefit of all students.

In line with our vision that all students have the ability and the right to be successful learners, we believe, like Howard Gardner, the father of Multiple Intelligence theory, that "people are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum" (Chen, Moran, & Gardner, 2009). Chen, Moran, and Gardner, in their book *Multiple Intelligences Around the World (2009)* posit, "such an approach yields two enormous dividends. First, a plurality of approaches ensures that the teacher (or teaching material) will reach more children. Second, a plurality of approaches signals to learners what it means to have a deep, rounded understanding of a topic. Only individuals who can think of a topic in several ways have a thorough understanding of that topic; those whose understanding is limited to a single instantiation have a fragile grasp" (p. 8). As Chen, Moran, & Gardner (2009) espouse, we strive to craft our education of children in a way that accounts for their individual differences in order to reach each of them in an optimal manner. This includes teaching the same ideas, concepts, skills and disciplines in different ways that activate students' different intelligences.

While there is obvious importance in ensuring that children do well in traditional core subjects, we also believe that dance, music, art, and physical education have an important place in the education of children today. Indeed, Chen, Moran, and Gardner (2009) emphasize that "understanding an appreciation of MI makes it clear that the scholastic intelligences do not encompass all of the ways in which children can and should grow. . . embracing the MI model elevates the role of art, music, and movement in education" (p. 306).

We will achieve our ideals in creating an environment in which learning best occurs by starting with strong leadership, highly qualified and experienced teachers, a shared vision by all stakeholders, and a structure and organization that promote school-wide academic and behavioral expectations. We believe optimal learning takes place in safe, student-centered classes where risk-taking is encouraged, instructional time is maximized, curriculum is appropriately paced, students are involved in setting academic goals, and parents are active participants in their child's education. The GCS instructional setting will include an innovative assessment-driven program that incorporates backwards design, includes differentiated strategies and lessons, supports multiple intelligences and supplies targeted interventions. A strong instructional staff will have significant flexibility to make innovative instructional decisions, but a unified backwards planning and assessment system will ensure consistency and accountability. Because English Learners, students with learning disabilities, and students performing below grade level have been shown to benefit from consistent instructional routines (Dutro & Kinsella, 2009), teachers at GCS will plan vertically to develop shared core instructional techniques and language. Based on research that shows higher achievement and motivation among students in schools that offer dance and visual arts classes, student engagement through dance and other arts will be a key factor in learning at GCS. In order to further increase engagement and encourage students to take an active role in developing as learners and people, the school will continue to develop a diverse set of other extracurricular and enrichment opportunities for students, similar to those that have been offered historically, including student council, math club, and a performing dance troupe.

Because we serve a population with many academic needs, we recognize that truly offering every student an opportunity to succeed will require a strong Response to Intervention program, a robust system for tracking and addressing varied student needs (including for referral for special education assessment), and highly qualified specialist and support staff. Furthermore, we believe learning best occurs when students have access to multiple, caring adults who know their strengths and areas of development. When those adults are able to meaningfully collaborate and share resources in support of student success, we are confident that the learners of GCS will be supported in meeting their potential. GCS will continue to be a learning environment where all adults are expected to share accountability for and provide emotional support for each child on campus. To facilitate this, time for collaboration and co-planning is prioritized in professional development.

Finally, parent and community partnerships are integral to student success. A GCS Student/Parent Handbook clearly sets expectations that parents monitor homework and reading logs, attend grade level strategy workshops, support the behavior policy, attend teacher conferences, participate in SST/IEP meetings and encourages engagement and participation at the school. Recognizing the link between family wellness and student performance, GCS has extensive parent education and support programs, and GCS families have benefited tremendously through partnerships with organizations like the Los Angeles Free Clinic, the Didi Hirsch Community Mental Health Center, the Asian Pacific Counseling Center and other local community resources to facilitate family access to essential medical and counseling services. GCS intends to expand upon these existing relationships where possible, and form partnerships with other organizations serving the community. GCS offers a well-balanced breakfast and healthy lunch for our students, and school wide nutrition guidelines require healthy snacks so that students are well-nourished and ready to learn. Teachers and support staff will model and reinforce the importance of nutrition, physical fitness, and proper rest.

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

Gabriella Charter School will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

For the purposes of measuring achievement of goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria, as outlined in California Education Code § 52052 (a)(30):

- (A) The subgroup consists of at least 30 pupils, each of whom has a valid test score
- (B) Notwithstanding subparagraph A, for a subgroup of pupils who are foster youth or homeless youth, a numerically significant subgroup will be one that consists of at least 15 pupils

All annual measurable outcomes listed for “all students” or “schoolwide” shall also apply for any numerically significant subgroup. The current numerically significant subgroups represented at GCS are Socioeconomically Disadvantaged/Low Income students, English Learners, Students with Disabilities, and Latino Students.

The following chart details the Charter School’s annual goals, for all pupils pursuant to California Education Code § 52052, encompassing each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. As the State and District finalize new standardized assessment tools (e.g. ELPAC) and new school performance measures (e.g., API), GCS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered “a material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are summarized in the chart below for each goal but are further delineated throughout this charter petition.

## LCFF STATE PRIORITIES

### GOAL #1

#### Academic Excellence and Other Pupil Outcomes

Increase the percent of students who are on-track for academic success in a rigorous high school.

<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input 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

#### Outcome 1:

- Provide a variety of learning supports including differentiated instruction and interventions (*Teachers, Instructional Aides*)
- Utilize external assessments aligned with the CCSS to identify areas of need (*Principal or Director of Instruction*)
- Ensure internal assessments align to CCSS and have similar composition of Depth of Knowledge levels to the CAASPP program (*Teachers, stipended Teacher Coaches, Principal*)

#### Outcome 2:

- Work with parents of chronically absent students, or those in danger of becoming chronically absent, to create attendance action plans (*Principal or Assistant Principal of Culture*)
- Address potential causes for chronic absenteeism through the COST (Coordination of Services Team) and SST (Student Success Team) processes. (*Principal or Literacy & Intervention Specialist*)

#### Outcome 3:

- Provide parent education/communication regarding the importance of attendance for success in school (*Principal or Assistant Principal*)
- Communicate with parents/guardians of students with absences to provide documentation for absences (*Office Staff, Principal or Assistant Principal of Culture*)

#### Outcome 4, 5

- Provide designated ELD instruction in a grades for students who are learning English (*Principal, ELD Staff*)
- Provide an ELD Staff to provide coaching and planning support for ELD instruction and to increase the school's ability to provide ELD instruction differentiated by language level (*ELD Staff, Principal*)
- Provide an Instructional Aide to facilitate increased differentiation by language level (*Principal*)
- Provide ELD intervention for students not making adequate progress in learning English (*Instructional Aides, ELD Teacher*)
- EL students performing below grade level will be provided interventions in ELA and math (*teachers, instructional aides, Literacy & Intervention Specialist or Principal*)
- EL parents (and students 4<sup>th</sup>-8<sup>th</sup> grade) will receive information regarding reclassification criteria and LTEL status (*EL Staff*)

#### Outcome 6:

- Annual inventory of instructional materials and purchase as necessary (*Principal*)
- Annual budget planning process to ensure adequate funds allocated to instructional materials (*Principal, Director of Operations and Strategy*)

**Outcome 7:**

- Annual review of credentials (*Director of Operations and Strategy*)
- Annual review of master schedule/ teacher assignments (*Principal*)

**Expected Annual Measurable Outcomes****Outcome #1:** An increasing number of students will meet or exceed state standards in ELA and math**Metric/Method for Measuring:** Annual ELA & Math Smarter Balanced results

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2016-2017 Results	4% above district OR state ELA and Math %	5% above district OR state ELA and Math %	5.5% above district OR state ELA and Math %	6% above district OR state ELA and Math %	6.5% above district OR state ELA and Math %

**Outcome #2:** A low percentage of students will be chronically absent**Metric/Method for Measuring:** Chronic absenteeism rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3.2% (2016-2017)	≤ 7%	≤ 6.5	≤ 6.5	≤ 6.5	≤ 6.5

**Outcome #3:** The School will maintain a high (95% or higher) rate of average daily attendance**Metric/Method for Measuring:** Annual ADA (Average Daily Attendance)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	97% (2016-2017)	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%

**Outcome # 4** EL students will meet state target for % of ELs making adequate annual progress on ELPAC OR meet/exceed District % of students doing so**Metric/Method for Measuring:** Annual ELPAC results

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2017-2018 results will serve as baseline	Meet/ exceed state target OR meet/ exceed District %	Meet/ exceed state target OR meet/ exceed District %	Meet/ exceed state target OR meet/ exceed District %	Meet/ exceed state target OR meet/ exceed District %	Meet/ exceed state target OR meet/ exceed District %

**Outcome # 5** EL students will reclassify at rates at least equivalent to the District OR State.

**Metric/Method for Measuring:** Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	25% (2016- 2017)	Meet/ exceed District OR state rate	Meet/ exceed District OR state rate	Meet/ exceed District OR state rate	Meet/ exceed District OR state rate	Meet/ exceed District OR state rate

**Outcome # 6** All students will have access to instructional materials necessary to participate in the school's instructional program

**Metric/Method for Measuring:** Annual inventory

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	100% (2016- 2017)	100%	100%	100%	100%	100%

**Outcome # 7** All teachers will be appropriately credentialed and/or qualified according to state charter school law and the governing charter

**Metric/Method for Measuring:** Annual review of credentials/qualifications and master schedule

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	100% (2016- 2017)	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES

### GOAL #2

#### Critical and Creative Core Instruction

Continue a standards-based curriculum, increase access to technology, and continue to provide a high-quality dance program for all students.

#### 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 checked="" type="checkbox"/> 6 |                                       |

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

#### Outcome 1:

- Provide CCSS-aligned instructional materials with embedded assessments (monitored by Principal or Director of Instruction)
- Review of Long-term plans to ensure coverage of CCSS; teachers provided feedback on plans (*Principal*)
- Review of unit plans and coupled assessments to ensure alignment with states performance standards, teachers provided feedback on plans (*Principal, stipended teacher coach*)

#### Outcome 2:

- Technology Inventory (*Director of Operations and Strategy*)
- Annual budget planning process to ensure adequate funds allocated to instructional materials (*Principal or Director of Instruction, Director of Operations and Strategy*)

#### Outcome 3:

- Provide supports and accommodations in the dance studio for students with disabilities and for EL students (*Teachers, Director of Special Education, ELD Staff*)
- Support dance skills and concepts within academic content areas as well as integrating academic content into dance (*Teachers, Principal*)

#### Outcome 4:

- Provide high-quality dance instruction as part of the standard, daily instructional program for every child (*Dance Teachers; Principal/Executive Director ensure staffing needs are met*)
- Provide weekly instruction in at least one other art form (*Arts Teacher(s); Principal ensures staffing needs are met*)

### Expected Annual Measurable Outcomes

**Outcome #1:** The school's curriculum will be fully aligned to CCSS and NGSS

**Metric/Method for Measuring:** Review of Adopted Curriculum, Long-term Plans, and Unit Plans

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019-2020	2020-2021	2021- 2022	2022- 2023
All Students (Schoolwide)	<i>Approx 90% aligned</i>	100% of curriculum aligned	100% of curriculum aligned	100% of curriculum aligned	100% of curriculum aligned	100% of curriculum aligned

**Outcome #2:** The student-to-technology device ratio (i.e.; computers, iPads, etc.) will be adequate to meet the needs of the instructional program

**Metric/Method for Measuring:** Annual inventory of devices

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2:1 student to device ratio	2:1 student to device ratio	2:1 student to device ratio	2:1 student to device ratio	2:1 student to device ratio	2:1 student to device ratio

**Outcome #3:** An increasing % of students will demonstrate mastery of dance skills and concepts, as measured by end of year cumulative dance benchmark averages

**Metric/Method for Measuring:** End of year cumulative dance benchmarks

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	98% (2016-2017)	≥82%	≥83%	≥84%	≥85%	≥85%

**Outcome # 4** All students will receive at least 4 hours of weekly instruction in visual and performing arts

**Metric/Method for Measuring:** Review of master schedule

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	6 hrs	≥ 4 hrs	≥ 4 hrs	≥ 4 hrs	≥ 4 hrs	≥ 4 hrs



## LCFF STATE PRIORITIES

### GOAL #3

#### School Environment

Provide students with more frequent, meaningful, and relevant opportunities to practice the actions associated with the GCS Core Values of flexibility, compassion, resilience, creativity and integrity, and create a school climate where students feel safe and supported.

#### Related State Priorities:

- |                            |                                       |                                       |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7            |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                                       |

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

#### Outcomes 1, 2, and 3:

- As part of an RTI "Response to Intervention" model for behavior intervention, School will provide a positive, consistent "Tier 1" system of expectations and reinforcers", more targeted systematic supports for "Tier 2" students, and intense supports for a small number of "Tier 3" students (*Teachers, Principal or Assistant Principal of Culture oversees*)
- Teachers and other staff will be given professional development on positive behavior management (*Principal or Assistant Principal of Culture*)
- COST and or SST process will identify and propose support for needs of students struggling with behavior (*Literacy and Intervention Specialist, Assistant Principal of Culture, or Principal*)
- Students will receive behavioral accommodations and supports as specified in 504 and IEP Plans (*Director of Special Education*)

### Expected Annual Measurable Outcomes

**Outcome #1:** The School will maintain a low suspension rate

**Metric/Method for Measuring:** Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	.5% (16-17)	≤ 2.6%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%

**Outcome #2:** The school will maintain an expulsion rate of ≤ 1%

**Metric/Method for Measuring:** Expulsion rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0.0% (16-17)	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

**Outcome #3:** At least 95% of students will meet or exceed core values standards as demonstrated by report card behavior grades.

**Metric/Method for Measuring:** Trimester report cards

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	data will first be collected in 17-18	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%

## LCFF STATE PRIORITIES

### GOAL #4

#### Family Engagement

Provide accessible and meaningful opportunities for families and parents to engage as partners in their child's learning.

#### Related State Priorities:

- ☐ 1    ☐ 4    ☐ 7  
☐ 2    ☐ 5    ☐ 8  
☒ 3    ☐ 6

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

#### Outcomes 1, 3,4

- Provide at least 2 training or educational opportunities for parents per year (*Principal, Assistant Principal of Culture, Literacy and Intervention Specialist*)
- Provide a wide variety of times and types of opportunities for parents to engage and/or volunteer (*Principal, Office Manager*)
- Ensure parents are able to communicate with school staff easily (including providing translation) and that parents are aware of systems/protocols for contacting staff
- Survey (in person and in writing) parents to determine areas of interest/need (*Principal, ELD Staff*)

#### Outcome 2:

- Multiple communication strategies will be implemented to increase parent awareness of website (website, mailings, phone outreach, etc.) (*Principal, Office Staff*)
- Translation will be provided at conferences (*Principal or Assistant Principal of Culture*)

### Expected Annual Measurable Outcomes

**Outcome #1:** A high percentage (90% or higher) of Parents/Guardians will be satisfied with their experience at GCS

**Metric/Method for Measuring:** Annual parent survey responses

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	97% (16-17)	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

**Outcome #2:** A high percentage of parents (98% or higher) will attend parent-teacher conferences

<b>Metric/Method for Measuring:</b> Conference sign-in logs						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	99% (16-17)	≥ 98%	≥ 98%	≥ 98%	≥ 98%	≥ 98%
<b>Outcome #3:</b> A large percentage (98% or higher) of Parents/Guardians will engage with the School						
<b>Metric/Method for Measuring:</b> Parent engagement hour logs						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% (16-17)	≥ 98%	≥ 98%	≥ 98%	≥ 98%	≥ 98%

<b>Outcome # 4:</b> Parents/Guardians will contribute significant amounts of time to the school						
<b>Metric/Method for Measuring:</b> Parent engagement hourLogs						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	8,182 hours	≥ 7,000 hours	≥ 7,000 hours	≥ 7,000 hours	≥ 7,000 hours	≥ 7,000 hours

#### Enabling Self-Motivated, Competent, and Life-Long Learners

The design of Gabriella Charter School is driven by our objective of enabling our students to become self-motivated, competent, life-long learners. We believe in a “growth mindset” that intelligence is a result of hard work, success is a measure of achievement toward set goals, and each student is the master of his or her own fate. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. As Gardner (2006) stated, “. . . if we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.”

By utilizing a “backward design” approach, teachers ensure that all lessons and curriculum ensure achievement of learning objectives and specific state standards for all students to ensure that we graduate *competent* learners. In backward design, teachers start with content standards and learning goals to create units, design assessments and performance tasks, and only then create engaging lessons to achieve these explicitly stated objectives.

Constructivist teaching methodologies help students understand the way they learn best. Beyond mastering specific skills and facts, students at GCS learn *how* to learn. Curricula used (e.g. the Reader’s/Writer’s workshop model) offer students meaningful opportunities for choice, for developing and meeting individual learning goals and reflecting on progress – all in a differentiated approach that seeks to meet learners where they are and help them grow.

Student learning at GCS is structured in the context of real-world scenarios with meaningful context for the individual learners. Because an integrated approach to instruction is well-suited to the structure of Common Core standards and to increasing student engagement and connections, significant integration between content areas, including between arts and academic areas, is a hallmark of instruction. Thus, well beyond the mastery of specific skills and knowledge, students at GCS develop a *lifelong* ability to continue to learn.

Through differentiated, hands-on instruction and the joy of learning in the dance studio, classrooms and school-yard, students come to understand that they *can* achieve and they can experience the rewards and confidence that come with achievement. As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit, fostering an authentic *self-motivation* to learn.

At GCS, we achieve these overarching objectives by meeting specific program goals:

- Provide a rigorous education that prepares students for higher education and encourages them to become productive members of their communities;
- Create meaningful, integrated learning experiences that extend intelligence beyond language and logic and allow students to discover their personal talents and appreciate the different talents in other children;
- Create multiple learning opportunities in academic and after-school activities;
- Raise the level of reading and math performance across all grade levels;
- Instill an awareness in students of the importance of personal responsibility with regard to school behavior, cooperation and respect for others, as well as goal-setting;
- Incorporate a variety of instructional strategies that are explicitly connected to learning styles and strengths;
- Teach study skills to encourage students to become independent and responsible at an early age;
- Incorporate technology as a tool for composing, conducting research and analyzing data;
- Enable students to respond critically to a range of art mediums and to be able to express themselves through arts performance; and
- Promote a comprehensive school health and physical education program that develops healthy minds and bodies among the school community.

These combined goals enable all students to become self-motivated, competent and lifelong learners by providing a solid foundation in academic and emotional intelligence from which students can build when they graduate our school. Our holistic approach to education with its emphasis on the performing arts extends beyond school walls, increasing students' awareness of the importance of lifestyle choices, personal responsibility, respect, critical thinking and appreciation for differences.

## Instructional Design

### Curricular and Instructional Design

As our successful program (described below) has grown, it has adapted successfully to changing standards and to new educational theories and best practices, and has enabled student success in our target population. The first chart below shows the average API, average state-wide ranking, and average *similar schools* ranking for the GCS campus from 2006-2013. The school performed well when compared with all schools in the state; however the similar schools ranking in particular indicates success with a population including high numbers of socio-economically disadvantaged students and Latino/Hispanic students. The second chart compares the GCS performance on the 2015 Smarter Balanced Exams with District and state performance for the school's two largest subgroups, socio-economically disadvantaged and Latino/Hispanic students. Both sets of data demonstrate that the curriculum and instructional design implemented at GCS are appropriate and beneficial for its student population.

#### **GCS API Performance 2006-2013**

	Average API	Average State Ranking	Average Similar Schools Ranking
Gabriella Charter School API Performance	862	8.13	10

Source: DataQuest School Level API reports (<http://dq.cde.ca.gov/dataquest>)

#### **2014-2015 & 2015-2016 Smarter Balanced ELA**

	Socio- Economically Disadvantaged			Latino/Hispanic		
	State	District	GCS	State	District	GCS
2015 % Met or Exceeded	31%	27%	53%	32%	27%	50%
2016 % Met or Exceeded	35%	33%	67%	37%	33%	56%

Source: DataQuest CAASPP test results series (<http://dq.cde.ca.gov/dataquest>)

#### **2014-2015 & 2015-2016 Smarter Balanced Math**

	Socio- Economically Disadvantaged			Latino/Hispanic		
	State	District	GCS	State	District	GCS
2015 % Met or Exceeded	21%	20%	46%	21%	19%	45%
2016 % Met or Exceeded	23%	23%	48%	24%	23%	47%

Source: DataQuest CAASPP test results series (<http://dq.cde.ca.gov/dataquest>)

The following educational theories and research inform the program:

### **(1) Daily Dance Instruction & Dance Integration**

Dance, a mentally and physically demanding art form, enables children to develop cognitive, perceptual and analytic abilities (Catterall, 2002). As outlined by the California State Frameworks for Visual and Performing Arts, dance allows students to extend their capacity for learning through the following intelligences: *“kinesthetic*, in moving; *musical*, in dancing to accompaniment; *spatial*, in designing movement patterns; *logical-mathematical*, in counting, phrasing, and sequencing; *verbal*, in giving and receiving instructions and feedback; *intrapersonal*, in sensing and using their own expressive potential; and *interpersonal*, in communicating and cooperating with others.”

“Dance is the most immediate and accessible of the arts because it involves your own body. When you learn to move your body on a note of music, it’s exciting. You have taken control of your body and by learning to do that, you discover that you can take control of your life.”

- Jacques d’Amboise, former principal dancer of New York City Ballet and founder of the National Dance Institute, 1989.

The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). James Catterall, in his analysis of the Department of Education’s NELS database

of 25,000 students, found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. Similarly, Shirley Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in an arts program. For example, students in the arts groups were more able to form relationships among different experiences, view problems from different perspectives to work towards a solution, construct and organize ideas and meaningful units and focus over lengthier periods of time. Both of these studies suggest that when arts education is delivered in the classroom or after-school, it can nurture the development of cognitive skills through dynamic paths that stimulate learning in many areas.

Recent research on positive outcomes resulting from dance have focused on neuroplasticity, or the brain’s ability to change and adapt over time. In her book *Dancing to Learn: The Brain’s Cognition, Emotion, and Movement*, Judith Hanna (2015) summarizes research that focuses on various neurologic effects of dance:

- There is increased activity, during dance, in the areas of the brain responsible for cognition
- Improvement in memory occurs due to repetition of thought-movement connections and resulting connections between neurons
- As a communication method for conveying ideas and emotions, dance activates the parts of the brain associated with language

When Gabriella Charter School opened in 2005 it was one of the first (and possibly only) public dance-themed schools in the nation, offering a rigorous dance education in which each student participates in an hour of dance instruction every day (45 minutes on shortened days). Gabriella Charter School will continue to employ these exemplary practices in its dance program that builds synergies between dance and core academic areas. Dance instruction at GCS will be used to fuel students' curiosity and love of learning across subject areas and to stimulate each child's active participation in his/her own education.

Through daily dance classes and other activities, students make a serious commitment to the study of dance that fosters discipline, hard work, and habits of mind that help students well beyond the walls of the dance studio. In addition to regular performances, students are expected to practice and apply combinations of skills on an individual basis and in small groups. They are quizzed on vocabulary, anatomy, and their knowledge of dance history as it relates to subject matter they are studying. Together, classroom teachers and arts teachers set high expectations for students in the classroom and studios: attentiveness, task orientation, active participation, respect for others, and appreciation for talents and different learning styles. Additionally, classroom teachers will collaborate with dance teachers to support core content knowledge gained in the classroom while in the studios (e.g., incorporating themes from history and science into choreography classes).

According to the California Frameworks for Visual and Performing Arts, exposing students to a variety of dance experiences affords them opportunities to construct personal and cultural understandings and insights as well as to develop dance skills and knowledge. Older students enjoy perceiving the variety and subtlety of human movement expression and are called upon to use and develop imagination and discrimination in doing, forming, and responding to dance as a way to come to know themselves and their world. Some of the many skills and understandings to be fostered through dance experiences are imaginative thinking, exploring and discovering different possibilities in problem solving, recognizing connections, working both independently and cooperatively, creating responses which give form and meaning to experience, and appreciating the richness of human diversity. These skills and understandings will serve the students well in our changing and increasingly complex world.

Success in dance can encourage greater risk-taking in the classroom and increased commitment to academics. As a powerful artistic medium, dance can also benefit students who have traditionally underachieved in more traditional academic subjects. These children may be more likely to connect with the community in the dance class and identify links with other subjects that increase their interest in academics and school. Dance classes provide an alternate arena where children can excel and boost self-confidence and offer a kinesthetic experience that can enable breakthroughs in the classroom. Dance also provides an opportunity for students to recognize that there are multiple solutions to problems. English Learners stand to benefit academically and socially from all types of dance. Integration of language in dance classes serves as a catalyst for communication because it occurs through physical demonstration of concepts and repetition of activities. As an example, a visual improvisation involving simple shape elements can facilitate vocabulary expansion for English learners who can connect the physical representation of a shape to the words associated with it.

It is well documented that arts education helps develop analytical and critical thinking skills, elicits higher levels of classroom engagement, and triggers creativity, all of which leads to increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, & Iwanga, 2002; Burton, Horowitz, & Abeles, 2002). High arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school. (Catterall, 2002). Another study found that students exposed to arts education were better able to understand relationships among different experiences, view problems from different perspectives in order to work towards a solution, construct and organize ideas, and maintain focus over lengthier periods of time. (Brice Heath, 2002).

A compendium of studies on arts education entitled “Critical Links” provides compelling support for the transfer of dance education to general learning. Consistent across seven studies was the finding that dance activities supported the development of fluency, originality and critical thinking skills (Deasey, 2002). Each of these attributes involves the ability to “turn ideas around and look at them from different angles” which is similar to how the body behaves in dance (p.16). Several studies within the report, whose purpose was to identify characteristics of effective arts learning programs, corroborate important findings:

“These studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.”

- Richard Riley, then-Secretary of the U.S. Department of Education

- 1) Art reaches underrepresented students in multiple ways that are often missing from traditional academic settings;
- 2) Art acts as a conduit for changing classroom settings by breaking down figurative walls between classrooms and disciplines;
- 3) Art shifts the role of teachers to become facilitators of learning; and
- 4) Art offers new challenges and allows students to apply learning to real world situations.

Other education reform initiatives such as the Galef Institute’s *Different Ways of Knowing in the Classroom* have shown the positive outcomes of arts education. Based on the theory of multiple intelligences and an arts-infused curriculum, this program provides students multiple ways to demonstrate learning (including dance). A three-year evaluation commissioned by the UCLA Graduate School of Education (Catterall, 1995) of over 1,000 participating students in four schools across the United States showed that on nationally-normed tests, students participating in substantive school arts programs exceeded their non-participating counterparts in both vocabulary and comprehension.

In an evaluation of dance education on motivation, school performance and personal development of inner city youth, The Arts Connection Dance Program of New York City Public Schools determined through standardized test scores and other measures that young dancers improved standardized reading and math test scores, school attendance, responsibility, self-discipline, and – just as importantly – an understanding of delayed gratification and work ethic (Brooks Schmitz, 1990). Gabriella Charter School’s mission statement explicitly names engagement as a characteristic of students that leads to success, and indeed, the single most common and consistent comment made by visitors and evaluators of GCS has been around the high levels of engagement observed in the student



body. As one GCS student put it, “in dance, it’s hard not to participate. Your body and your brain have to pay attention.”

Finally, the basic physical impact of the dance curriculum is significant, particularly in a disadvantaged community in that is facing unprecedented health risks. The Centers for Disease Control (2015) reports some startling statistics:

- Childhood obesity has more than tripled in the past 30 years.
- The percentage of children aged 6–11 years in the United States who were obese increased from 7% in 1980 to nearly 20% in 2008. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5% to 18% over the same period.
- In 2008, more than one third of children and adolescents were overweight or obese, the result of “caloric imbalance”—too few calories expended for the amount of calories consumed—and are affected by various genetic, behavioral, and environmental factors.
- Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.

One recent comprehensive study reviewed 46,707 U.S. children ages 10 to 17 in 2003, and another 44,101 children in 2007. In 2007, 31.6% of children were overweight, and 16.4% were obese, and overall childhood obesity rates went up 10% between those years.

Researchers noted that odds of being overweight or obese increased relative to lower household income levels, less neighborhood access to parks and sidewalks, lower levels of physical activity, and more time spent watching TV or on the computer. Black and Latino children had higher rates of obesity and greater chances of being overweight than their non-Latino white counterparts, after researchers adjusted for socioeconomic and behavioral factors, and state of residence.”

(“A New Map of Childhood Obesity in the U.S.,” L.A. Times, May 3, 2010.)

Our dance curriculum attempts to increase individual student levels of physical fitness and build awareness of lifestyle choices (i.e., nutrition, body image) among students and their families. But most impactful, through dance, students are able to consciously make physical fitness a part of their lives. As they do so, they learn to accept, appreciate and value their bodies (Hanna, 1999).

## 2) **Constructivism and Multiple Intelligence Theory**

Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each

“[T]o understand is to discover, or reconstruct discovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”

- Piaget, *To Understand is to Invent*, 1973

individual student to ensure that each and every student meets our high expectations for standards mastery.

Multiple researchers have documented the success of the constructivist model of education with historically under-served populations, including socio-economically disadvantaged students and English Learners. Constructivist teaching methods, including inquiry models, peer interaction, and providing opportunities for reflection, lead to students demonstrating increased standardized achievement, and perhaps more importantly, improved self-confidence and development of the whole child. (Amaral, 2002; Mester, 2008; Hollins, King, J. & Hayman, 1994; Mathison & Young, 1995; O'Neil & Drillings, 1997). Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

Carol Tomlinson and colleagues note that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson et. al. further assert that student motivation increases when students can build on topics of interest, as modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, greater learning productivity, greater student autonomy, increased achievement, and an improved sense of confidence in learning (Tomlinson, et. al., 2003).

Two key hallmarks of a constructivist education will be actively employed at GCS: grouping and scaffolding. Grouping refers to the practice of assigning students into small heterogeneous groups or pairs to work collaboratively. This offers students opportunities to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. Through scaffolding, teachers promote cognitive growth by modeling the desired learning task and then gradually shifting responsibility to the student. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes* (1978), the key to a learning experience within a student’s zone of proximal development is, “problem-solving under adult guidance or in collaboration with more capable peers.” Teachers scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, questioning, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards and prerequisite skills. These practices are both especially advantageous for less proficient English Learners and special education students by stimulating conversation, providing peer guidance, and increasing student confidence.

Constructivism has also been reflected, and will continue to be reflected, in the selection of curriculum (e.g., Readers and Writers Workshop) that is centered around individualized learning paths for students and ample opportunity for student choice. It also reflected in our instructional focus on curricular integration (e.g. in Humanities coursework and movement inclusion in the classroom), and in a focus on performance tasks within our assessment program.

As GCS has expanded, it has faced the challenge of meeting the needs of a significant population of students with disabilities (18% as of June 2017). In meeting the needs of these students, instructional staff have been further guided by the principles of Universally Designed Learning, a framework for adapting all aspects of the learning process to the individual learner that integrates well with the constructivist, differentiated approach to learning already in place. Universally Designed Learning originated from the Center for Applied Special Technology at the Harvard Graduate School of Education, and is based in research in education and neuroscience (information on UDL can be accessed at the National Center for Universally Designed Learning : <http://www.udlcenter.org/>).

Specifically, the GCS site has been guided by the principles of varied inputs (e.g. changing the structure, format, or method of delivery of the material presented) and outputs (e.g. changing the manner in which students demonstrate understanding of content). In addition to using movement and dance as a manner of transmitting information to and from students, instructional staff at GCS will use a wide variety of other conduits incorporating technology, visual arts, music, theater, and oral presentation that will help provide all our students – and especially those who would highly benefit from differentiated instruction – with opportunities to succeed in content mastery.

Our emphasis on Howard Gardner’s Multiple Intelligence (MI) theory embraces the notion that an educated person in the 21<sup>st</sup> century is one who has developed a broad range of skills and interests. Rather than a notion that intelligence is a single, fixed measurement, Gardner famously posited that “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner 2006). Gardner identifies eight intelligences:

**Linguistic intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

**Logical-mathematical intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

**Musical intelligence** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre and mood), both separately and holistically.

**Bodily-kinesthetic intelligence** involves the ability to use one's body in highly differentiated and skilled ways – including in dance – for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.

**Spatial intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.

**Interpersonal intelligence** relates to the ability to work cooperatively and communicate, verbally and non- verbally, with other people; the insight to understand others' intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

**Intrapersonal intelligence** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect.

**Naturalist intelligence** (added to Gardner's theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

"[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society."

- Kornhaber, 2009

MI theory does not merely ask teachers to harness student's different strengths as a means to the ends of developing subject-specific growth. Instead, MI values the different intelligences as ends in of themselves to be nurtured and developed. This then relates back to the constructivist learning framework, which expects students to develop skills beyond the academic – valuing interpersonal relations, intrapersonal reflection, and multiple representations of knowledge and ideas. Teachers guide students to approach their "driving" questions using their preferred "intelligence(s)" and teachers also create learning experiences that present material in several ways. Similarly, students are expected to present their knowledge and skills in multiple ways and to develop their different intelligences. While all students will be required to become proficient in the verbal and mathematical intelligences measured by standardized tests, and all students will be expected to meet the California standards in all subject areas, our multiple intelligence approach also will value the other intelligences as distinct from each other and supporting of each other.

### (3) Backward Design of Curriculum Materials

GCS faculty collaboratively plans units of study with an emphasis on mastering the California State Standards, using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: what would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences." There are three steps to the backwards design process that GCS teachers will embrace:

*Identify desired results:* Beginning with the California Common Core State Standards (or other current adopted standards for a content area), teachers determine a three-tiered hierarchical set of learning expectations:

- Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they are guided by thinking about the extent to which the idea, topic or process:

- Represents a 'big idea' having enduring value beyond the classroom;
- Resides at the heart of the discipline, and is tied directly to state standards and standardized testing;
- Requires "uncoverage" to the extent that parts of these concepts are difficult for students to understand; and
- Offers potential for engaging students.

*Aligning Assessments to the Desired Results:* Recognizing that teachers shape their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers at GCS will assess throughout the unit of study using a variety of formative assessment methods, and develop both formative and summative assessments for their units. Assessment methods include quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Throughout the process of designing assessments, teachers will ensure that the depth of knowledge examined will align to the depth of knowledge required for standards and learning objectives. Teachers will then match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

*Differentiating Instruction to Meet the Needs of All Learners:* Once the learning expectations (knowledge, skills, and enduring understandings) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will incorporate innovative instructional strategies by differentiating the content, process, and/or products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

Because Gabriella Charter School teachers are expected to teach standards and individual students - not just curricular programs - professional development around planning will be important, and time for planning and co-planning will be prioritized, as discussed in the *Professional Development* section of Element 1. Standard unit plans have been developed

for core content areas, and teachers will receive feedback on long-term and unit plans from instructional leaders. New GCS teachers are provided with sets of unit plans created by GCS instructional staff (except in science, where NGSS-aligned plans are still being developed) and are trained on the unit planning and assessment creation process so that they are able to adapt plans to their own students and classrooms.

Although the backwards planning approach, and in particular the *Understanding By Design* guidelines, have proved extremely relevant to Common Core instruction, Gabriella Charter School has further utilized, and GCS will utilize, the Depth of Knowledge levels described by Norman Webb (1997). Webb provides descriptors and examples of task types at four levels of cognitive complexity: Recall and Reproduction, Skills and Concepts, Strategic Thinking, and Extended Thinking. When backwards planning, Gabriella Charter School teachers will develop assessments with varied (according to criteria set by instructional leaders) Depth of Knowledge levels, and ensure that unit activities and formative assessments are similarly varied in complexity.

#### **(4) Family and Community Involvement**

Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students' success throughout their lives. According to a federally-funded research synthesis produced by the Southwest Educational Lab (2002), multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations
- Improvement in student attitude and behavior
- Improved parent and child communication; positive parent - teacher interaction
- Increased community support for schools
- Increased rate of homework completion
- Higher test scores and grades
- Fewer referrals and placements in special education
- Higher graduation rates
- Higher enrollment rates in post-secondary education

Opportunities for family engagement at GCS are designed to meet the needs and interests of the school community. Opportunities for engagement include:

- Participation in formal parent/guardian stakeholder groups (School Site Council, English Language Advisory Council)
- Trimesterly whole-school family nights (Back to School Night in Trimester 1 and Grade-Level Meeting Nights focused on literacy or math topics key to specific grades in T2 and T3)
- Parent-teacher conferences following T1 and T2 progress report cards
- Monthly Coffee with the Principal meetings (alternating between morning and evening times)

- Parent workshops, based on community need, given by partnering organizations (e.g. a workshop on bullying given by Didi Hirsh, a parent education series on reading bilingual books given by Read ConMigo)
- Regular parent meetings for specific parent groups (e.g., ELs, middle school)
- Dance publishing parties (parents and community members are invited to serve as audience members)
- School-wide Friday morning meetings, at which students perform, students and parents are recognized, and important announcements are given
- Regular opportunities for adult (i.e., parent/guardian) volunteers on campus (e.g., helping during breakfast and lunch service, monitoring visitor sign-in, translating at events, sewing costumes)
- Regular opportunities for student (alumni or older siblings) volunteers on campus
- Saturday parent beautification days (3x/year), when parents work alongside staff on campus beautification

At GCS, parent volunteering/engagement is not a condition of admission, enrollment, and/or continued enrollment. This is communicated to parents annually in the GCS Parent-Student Handbook, as well as mentioned explicitly during the annual lottery.

#### *Staff Structure in Line with Instructional and Curricular Design*

The structure of the instructional staff at Gabriella Charter School, in line with the Charter School's focus on dance and arts integration and on differentiating materials and lesson design to meet student needs, includes a significant number of arts-focused instructional staff as well as staff to provide differentiated instruction to students and coaching and support to teachers. Positions and job descriptions are described fully under Element 5 of this petition, but key elements of the GCS staffing structure include:

- Highly qualified classroom teachers. Because teaching at GCS requires proficiency in a wide variety of instructional skills, including backwards planning, differentiation, and arts integration, GCS looks for classroom teachers who have at least 2 years of successful teaching experience at a school with a similar population or for beginning teachers who have prior experience with GCS's instructional program and its expectations for teachers (e.g., from working at GCS as an instructional aide).
- Arts staff who are both skilled artists and excellent educators. In order to provide daily dance instruction as well as instruction in other art forms, GCS employs arts teachers who plan and deliver arts instruction as well collaborate with classroom teachers to integrate arts and academic content. GCS also staffs a Manager of Dance Education who is responsible for the overall vision of dance instruction and dance academic integration at GCS and who provides coaching and feedback to dance staff.
- A large number of instructional support staff (e.g., instructional aides) to improve teachers' ability to provide differentiated instruction. Instructional aides are staffed at approximately 2 per classroom in elementary grades and 1 per 3 classrooms in middle school
- Special education staff sufficient to both provide legally required services and to collaborate with general education teachers (service providers such as speech

- and language pathologists may be sourced as needed from an educational staffing service)
- Leadership positions that support teachers in dealing effectively with student academic and non-academic needs and provide coaching and professional development to increase teacher effectiveness

## Curriculum and Instruction

### *Charter School's Curriculum*

#### ❖ English Language Arts (Core)

##### Approach to the Subject and Curriculum

GCS's instruction in Reading, Writing, Language, and Speaking/Listening will continue to be based on the California Common Core English Language Arts standards (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>). In keeping with the intent of the standards, ELA standards will be taught not only within "ELA" time during the day, but will also be woven through other subject areas to ensure literacy across the curriculum. As required by the demands of the new standards and of college and career readiness, students spend large amounts of instructional time actually reading and responding to complex texts, often self-selected, and writing pieces on self-selected topics that are meaningful to students.

Teachers annually develop (or revise) long-term plans as grade levels to ensure that all ELA standards are covered in the year and will build instructional units and assessments incorporating the ELA standards. Standard unit templates that are used for Reading (integrated with History-Social Sciences in grade 4 and up) and Writing instructional units have been developed by instructional staff at GCS, and will be used at a template at GCS. A standard unit plan template is also used for Language/Content units in grades K-3 (Social Studies and Science Standards integrated with ELD and ELA standards). Units developed at GCS are adapted yearly by current staff taking into account their specific needs and resources. Examples of unit plan templates are included at the conclusion of the *Curriculum* section.

GCS utilizes the Reading Workshop and Writing Workshop units of study as the primary basis for units in Reading and Writing for grades TK/K – 8. Each grade level in these curricula consists of units of study focusing on different genres throughout the year (for example Historical Fiction or Opinion Writing). Key skills and knowledge for success in the genre are identified, along with mini-lessons for each, and mentor texts are suggested. Teachers are able to sequence mini-lessons throughout a unit according to the needs of the class, and employ suggested strategies or supplement with other effective strategies as needed.

Students spend a significant amount of time independently reading or writing, and are guided in developing the monitoring skills and stamina to make this time productive. Teachers will conference with individual students and pull strategic groups during independent reading and writing periods, allowing for differentiated instruction through strategy, skill, and content. In both Reader's and Writer's Workshop, students spend at least half their time focused on non-fiction genres (with more time devoted to non-fiction text as the grade level increases), again mirroring the focus of the Common Core standards.



Reading Workshop in all grade levels includes several common components. However, structures and time allocation between structures may differ across grades. For example, in 4<sup>th</sup>-8<sup>th</sup> grades, independent reading time may be shortened for 2-3 days at the beginning of a unit in order to spend time acquiring history-social science content knowledge. Because the reading and writing aspects of the curriculum are interrelated, teachers may also choose to allocate time flexibly between these subjects at different points in the unit.

Reader's Workshop key components include:

*Mini-lesson:* The Reading Workshop begins with a 10-15 minute lesson on a specific reading strategy, in which the teacher demonstrates the skill using a model text, gives students an immediate opportunity for guided practice, and connects the skill to previous learning and to the reading work students will do in the future

*Independent Work Time:* Students practice reading strategies while reading books at their individual reading level. During this time students have access to a variety of books at their level to promote choice and increase motivation. Often, students react in writing to what they are reading during this time, using post-its or jotting in Reader's notebooks.

*Conferring:* As part of Independent Work Time, teachers or instructional aides confer one on one with students

*Guided Reading:* During Independent Work Time, teachers or instructional aide might read an appropriate level text with a small group of students who need practice on similar strategies, providing additional explicit instruction and guided practice for that strategy

*Partnerships and Clubs:* Students read and respond to texts in ability-based partnerships, or in larger heterogeneous groups. As part of these pairings, students engage in "accountable talk" about what they read, using language taught during mini-lessons.

*Share:* At the close of workshop, the teacher highlights a way in which a student or group of students used the strategy that was taught in their reading, or students are asked to share with a partner about how they used a strategy.

*Read Aloud and Shared Reading:* The Reader's Workshop block also includes time for teachers to read aloud or to conduct shared reading (with all students having access to the text). This time allows teachers to further model strategies and to demonstrate thinking and talking about texts.

Writing Workshop also has several structures that will be consistent across grade levels:

*Mini-lesson:* In the mini-lesson, the teacher introduces a new writing skill that students will be expected to use in their writing that day and in the future. The skill is modeled using student writing, teacher writing, or a mentor text, and students are given an immediate opportunity to practice (this could be done orally or through a quick write in notebooks that students bring with them to mini-lessons). The teacher connects the new skill to what the students have worked on in the past, and describes how they will use it moving forward.

*Independent Writing Time:* Students have the opportunity to write on self-selected topics (within the genre of the unit), moving at their own pace through the writing process. The

steps of the writing process that students are expected to execute vary by grade level; kindergarten students might begin a new piece immediately after finishing a draft, for example, while an 8<sup>th</sup> grader would follow several protocols for editing, revising, and publishing a piece.

*Conferring:* Teachers conference with students to push them forward as writers. In a conference, teachers note and reinforce an area of strength in the writing and make suggestions for improvement based on an observed area of need, engaging the student by asking questions.

*Writing Partnerships:* Students work in writing partnerships at various times during Writing Workshop. They practice language out loud with partners in preparation for putting pencil to paper, read and ask questions after hearing their partner's piece read to them, and serve as a peer editor for their partner prior to publishing.

*Share:* Student writing is shared at the conclusion of the Writing Workshop, either in partnerships or by having a section of an individual student's writing read aloud to the class. Students are taught language for providing feedback to peers during this time.

In grades K-3, when students are still devoting a significant amount of time to "learning to read" versus "reading to learn," ELA instruction includes significant amount of time spent on foundational skills. In addition to Readers and Writers workshop at these levels, GCS will utilize Fountas and Pinnell Word Study, which allows for whole-group phonics instruction followed by opportunities for small group practice, and Words Their Way, which builds encoding skills through sorting and allows the formation of small groups based on encoding ability.

Language standards are included in both Reading and Writing Unit Plans, as well as in Content (social studies/science) block plans for grades K-5. Conventions of Standard English standards at each grade level are generally introduced as mini-lessons within Writer's Workshop, giving students an opportunity to immediately apply them in their own writing. These standards are reinforced and applied during content instruction, most notably during social studies/science blocks. These unit plans include the specific standards to be reinforced and applied. For example, fifth graders might be taught several mini-lessons on verb tense (related to the 5<sup>th</sup> grade language standard of using verb tense to convey various times, sequences, states, and conditions) within Writer's Workshop. In science block, they might then be asked to note the appropriate verb tenses used within each section of a model lab write-up and work in groups to create tense guidelines for each section of the lab report. Language standards related to vocabulary and to knowledge of language will generally be introduced as mini-lessons in Reader's Workshop, and similarly will be reinforced across the curriculum. Specific language standards will also be reinforced through warm-up/spiral review exercises and through homework.

Speaking and listening standards are taught and assessed both in Reading or Writing Workshops and across other content areas. Speaking and listening standards relevant to peer interaction and conversation are often taught and assessed in relation to writing or reading partnerships or book clubs within Reading and Writing Workshops. Presentation standards are often taught and assessed in Content (Social studies and/or science) block (K-5) and across content areas (e.g. Science, Math) in the middle grades.

Explicit instruction of vocabulary, which may occur throughout the school day, is taught at GCS using a systematic approach based on the work of Isabel Beck and her colleagues, outlined in her book *Bringing Words to Life* (2013). Because the lack of tier 2 vocabulary (words not part of everyday oral language that appear across subject areas, such as system, scorched, or compress) has been identified - both in research and at GCS- as a major barrier to academic success, consistent expectations and procedures based on research were set at the original site and will be maintained at GCS.

The systematic approach developed by Instructional staff at GCS, informed by Beck's (2013) work, includes the introduction, practice, assessment, and maintenance of Tier 2 vocabulary. Using Beck's process, teachers provide a "student friendly" definition of new vocabulary coupled with immediate opportunities for students to practice using the words correctly. For example, after hearing that "tend" can mean "to take care of something over a long time", students might be asked to turn to a partner and complete the oral sentence frame "A \_\_\_\_\_ is something that you need to tend." Throughout the week, students are given multiple practice opportunities, both oral and written, to use words in a meaningful way before demonstrating their ability to use the word correctly (through a formal written assessment in grades 4-8). The expectation is that between three and ten Tier 2 vocabulary words a week, depending on grade level and taken from any subject, will be taught. In addition, a list of key academic vocabulary (e.g., sort, infer, claim, structure, function) for each grade level has been developed at GCS.

### Instructional Components

In grades K-3, ELA instructional time consists of:

- Reader's Workshop, where students are taught both word analysis and comprehension skills for comprehending texts in a mini lesson, have the opportunity to read independently while applying the strategies taught (e.g., completing a chart in a reader's notebook or jotting down questions on a post-it note), and receive individualized instruction from teachers during daily conferencing
- Writer's Workshop, where students are taught strategies for writing in a specific genre as well as overall habits of good writers. At the primary level, mini lessons range from leaving spaces between words and stretching out words to spell inventively to reordering steps in a How-To book and adding dialogue to a personal narrative. Students take individually developed topics through the writing process, learning how to edit and revise, share their work, and spend significant amounts of time writing each day. As in Reader's Workshop, students conference with their teacher to receive individual instruction, as well as with peers to practice giving and receiving feedback from multiple sources and build speaking/listening skills. Speaking and listening standards are heavily integrated into the primary Writer's Workshop, as oral story telling is used as a pre-writing activity and scaffold to help students transform their ideas into spoken and then written language.
- Direct instruction of foundational skills. Time spent on foundational skills is longer in TK/K – 1 and becomes shorter and more differentiated in 2<sup>nd</sup> and 3<sup>rd</sup> grades. This block includes systematic instruction in a sequence of phonics elements, beginning with letter recognition and letter/sound correspondence and moving through decoding and encoding with all English sound/spelling correspondences. Grade-level appropriate high frequency words are introduced and practiced during this time, and added to the

bank of words (displayed on word walls and kept by students on word rings or personal dictionaries) that students are accountable for recognizing automatically in their reading and spelling correctly in their writing. Fluency is also explicitly taught and practiced during this time, and small group instruction is used at all grade levels to ensure students receive the amount and level of foundational skills instruction appropriate for them.

- Content (social studies and science) instruction, in which ELA language and listening/speaking standards (primarily, but often reading and writing standards as well) and ELD standards are integrated with social studies and science content.

In 4<sup>th</sup> and 5<sup>th</sup> Grades, ELA instruction will consist of:

- Reading-Social Science Workshop. During this time, teachers conduct mini-lessons designed to increase student's abilities to comprehend, summarize, and analyze increasingly complex fiction and non-fiction texts. Texts are selected to complement social studies standards, which are integrated into this time. Students spend an increasing amount of time in Reader's Workshop interacting with peers around texts, participating in book clubs and co-developing theories about characters or themes. Teachers conduct reading conferences with individual students, pushing students to use strategies taught in mini-lessons independently, and to match strategy use appropriately to the text.
- Writer's Workshop. At this level, students are conducting a significant amount of research to support their claims and are developing complex theories about texts when writing about reading. Students conference both with teachers and increasingly frequently with peers, developing an extensive repertoire of editing and revising skills. Students develop and publish longer texts, using technology for conducting research, word processing, adding images, or presenting. Although Writer's Workshop is a separate time block in these grades, units often integrate reading and writing skills, and instruction can be arranged flexibly. Language standards are also taught discretely during the Writing block, and practiced both here and in the Science/Language block.
- Science Block, in which ELA language and listening/speaking standards (primarily, but often reading and writing standards as well) and ELD standards are integrated with science content.
- Decoding, encoding, and fluency skills are taught primarily during differentiated instruction in Reader's Workshop and during intervention.

In 6<sup>th</sup> – 8<sup>th</sup> grades, ELA instructional time consists of:

- Humanities Block. For Humanities Block, teachers plan units integrating History-Social Science and ELA content. Reader's Workshop and Writer's Workshop units of study are used as resources, as well as the History curriculum (History Alive). Reading and Writing are even more integrated at this level, as students write about reading by developing theories relating multiple texts and conduct extensive research to support claims in informational writing. Language standards are also explicitly taught during this time, and Speaking and Listening standards are developed through extensive class and small group discussion and presentations. Students continue to use technology as a primary tool for research, and utilize word processing and presentation software when sharing their work and demonstrating their learning.

- Reading Block: Reading Block is a daily 30 minute period of instructional time dedicated to independent, structured reading time, with small group reading instruction occurring to target discrete reading strategies and/or skills. During this time, students select books at their independent reading level for independent or book club style reading. English Learner students take an ELD course focused on non-fiction reading and writing during this time, and intervention students may receive Tier 2 or 3 Reading interventions at this time. Students may switch classes across grades during Reading Block to assist in forming groups and to ensure that teachers with greater background in reading instruction (generally Humanities teachers) can work with students who have larger reading deficits. Several times a week during Reading Block, a teacher might present a brief mini-lesson focused on a comprehension skill. This might be based on a deficit noticed during Humanities Block instruction, or be pulled from Fountas and Pinnell's *Continuum of Literacy Learning* (2010) after noting the current reading levels in the class.

#### ❖ ELD (Core)

##### Approach to the Subject and Curriculum

English Language Development instruction at GCS will be based on the California Common Core ELD standards

(<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>). Students identified as English Learners in each grade level will be assigned a proficiency level (Emerging, Expanding, or Bridging, as described within the state standards document) based on required state language assessments (ELPAC) and assessment of ELD standards from the previous year. Students will then receive both designated and integrated ELD instruction designed to build on the skills demonstrated by students at this level and to help them progress to the next level.

ELD instruction in elementary grades is content-based and utilizes primarily science and social studies content as an additional context for instruction. Designated ELD, while based primarily on ELD standards and designed specifically around student language needs, utilizes the concepts and vocabulary of content units, providing an important meaningful context for language learning and practice to occur in. Integrated ELD occurs throughout the day, but GCS places particular emphasis on integrated ELD within science and social studies blocks; teachers are expected to include ELD (and ELA) standards within science/social studies unit plans and to assess certain ELD standards within this time. Science/social studies content units are also co-planned with ELD staff (e.g. ELD Teacher, Director of Special Projects) in order to identify the appropriate ELD standards for inclusion in units and plan for instruction during both designated and integrated ELD. The potential for rich, productive language learning within content areas, particularly science, is well documented by the developers of the Next Generation (NGSS) science standards (for a summary, see <http://www.nsta.org/about/positions/ell.aspx>). Research has supported the idea that ELs can be very successful, with appropriate instruction, in constructivist, inquiry-based science instruction, and that a science context is an effective one for the acquisition of academic language (Bialystok, 2008; Amaral, Garrison, & Klentsch 2002).

GCS instructional staff members have developed units for K-5 designated ELD that include ELD standards, essential questions, and skills, academic vocabulary, and language patterns/frames, as well as assessments and a sequence of instructional activities. Materials have been developed using texts related to social studies/science content, and include online resources, and resources from ELD programs such as Project Glad and EL Achieve. In developing ELD materials and activities, staff have also drawn heavily on the California Department of Education's ELA/ELD Framework document (<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>), which provides many specific ideas for designated and integrated ELD instruction and emphasizes the connections between ELD instruction and other content areas. In developing an ELD program employing a science context, GCS also drew upon strategies described by Dolores Beltran, Lilia Sarmiento and Eugenia Mora Flores in *Science for English Language Learners (2012)*, and conducted school visits to Montebello Unified, the model district for the program.

At the middle school level, GCS uses a commercial LTEL-focused curriculum, English 3D. This program is based on informational text, and is divided into units around engaging and current topics (e.g., video games, body image). In each unit, students read, write, listen, and speak about the topic, constructing and supporting their own opinions. Students are taught key academic vocabulary, grammatical elements, and language structures for each unit and are provided with scaffolds for their written and oral communication. As each unit and the year progresses, scaffolds become lighter. California ELD standards not covered as well by the curriculum have been identified by GCS instructional staff, who have also created supplemental materials. For example, the standard "Evaluating Language Choices" is covered by a mini-unit in which students create rubrics for scoring each other's science fair presentations and provide feedback to peers.

#### Instructional Components

- Designated ELD Instruction, in which ELD standards are explicitly taught. In K-5, EL students spend no less than 90 minutes/week on designated instruction, which uses science and/or content as a context, but focuses explicitly on new language skills based on the ELD Standards for the appropriate grade/level. As appropriate to observed student need and grade level standards, additional academic content is sometimes incorporated (for example students struggling to use comparative language in a measurement unit might receive a designated ELD lesson focused on this skill utilizing math as the context for language). Students are grouped by proficiency level at this time, which depending on current staffing and number of ELs in a grade level, may be facilitated by the presence of an instructional aide and/or ELD Teacher in addition to classroom teachers or by grouping students across classrooms. In middle school, designated ELD instruction occurs during daily Reading Block, and grouping by proficiency level is facilitated by the presence of an instructional aide and/or Resource Teacher in addition to a classroom teacher.
- Integrated ELD instruction occurs throughout the day. Teachers receive training on ELD standards and proficiency levels and, guided by these, identify, teach, and apply scaffolds related to the language requirements inherent in their content areas. Integrated ELD instruction is evident throughout the day as teachers employ strategies such as sentence frames, and graphic organizers, and use of visuals.

ELD Instruction is described further under Element 1, **Reaching All Students**

❖ Math (Core)

Approach to the Subject and Curriculum

Math instruction at Gabriella Charter School will continue to be based on the California Common Core standards for mathematics (<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandaug2013.pdf>). Teachers create unit plans for math incorporating these standards as well as the Standards for Mathematical Practice (e.g., model with math, attend to precision) set forth within the State's framework. Given the focus in these standards on applying mathematical concepts to solve complex, real world problems and on explaining mathematical reasoning, GCS faces the challenge of spending adequate time developing these more complex skills while also ensuring that students have a solid understanding of foundational mathematics and a facility with basic operations.

In Elementary (TK/K – 5) grades, teachers instruct using the Singapore Math Common Core Edition, which emphasizes giving students a well-developed conceptual understanding of mathematical concepts while building solid foundational mathematics skills. Singapore lessons move instruction from concrete to pictorial to algorithmic, building understanding of concepts first – often without pencil and paper - before students spend time practicing solving problems using a set combination of steps. Primary teachers also supplement Singapore with Contexts for Learning Kits by Catharine Twomey Fosnot. These kits employ many of the same concrete and pictorial strategies as Singapore Math and embed them in real-world contexts through high-interest literature.

In order to allow ample time to for students to apply math learning to solving complex problems, elementary teacher supplement Singapore with problem solving workshops or “number talks”, in which students, often in pairs or groups, solve problems and explain their reasoning. Students are taught a standardized menu of problem solving steps/strategies (e.g., identify key information, draw a model) and utilize a rubric for problem solving. Teachers also supplement assessments provided by Singapore Math with locally created performance tasks, which allow students to demonstrate their ability to integrate and apply multiple mathematical concepts and practice standards.

In middle school, math courses are taught using the California Preparatory Math (CPM) Core Connections course for each grade level. This curriculum was selected due to its emphasis on problem solving skills, construction of theories and mathematical reasoning, and its expectations of mathematic discourse amongst students. Students spend a large amount of time working in cooperative groups to solve problems and develop theories and constantly are questioning and clarifying peers' ideas. While in Singapore Math it is the concrete and pictorial that build the core understandings that precede algorithms, in middle school it is group construction of knowledge and negotiating ideas with other students that serves this purpose. Students even take some assessments in a group to build a collaborative model of problem solving. Additionally, middle school students also participate in “number talks” to increase mathematical reasoning, obtain practice in constructing mathematical arguments, and practice mental math strategies to augment fluency with operations.

While Singapore math requires that elementary teachers supplement with additional problem solving time, CPM math must be supplemented to provide opportunities to practice computational skills. Teachers do this through “math skills workshop” days when students needing computation practice can focus on these skills while other students work on extension problems.

No matter the grade, content instruction is keyed to the Standards of Mathematical Practice to ensure students not only master their determined standards, but also engage with mathematics content in a way that deepens conceptual knowledge while encouraging procedural fluency.

In order to provide further opportunities for differentiation and assist in grouping and tracking students for math intervention, GCS will continue to use iReady Math (or an equivalent program). This online program has an assessment component that identifies whether a student is on-track to master their grade-level math standards and also where the student’s specific deficits (if any) lie. Based on assessment data, an individual learning progression (of computer-based lessons) is created for each child. The program also groups students by common weak standards for intervention, facilitating the creation of intervention groups. This will allow teachers to address gaps in mathematical knowledge that may not be part of the current grade level’s curriculum. All students first grade and higher will use iReady for at least 45 min/week to provide individualized lessons for each student’s needs.

### Instructional Components

In K-2, components of math instruction will be:

- A short daily math meeting/“calendar” time when key skills are spiraled or challenging skills retaught and reinforced
- Number Talk/Mental math practice
- Computation fluency practice
- A Singapore/Contexts for Learning-based lesson, in which students move from concrete to pictorial to abstract. Common concrete objects in use in primary grades would include “counting collections” of beans, dry pasta, bottle caps, etc., number racks, and linking cubes. Common pictorial strategies include number bonds and number lines. During independent/small group practice, students also use the iReady program.
- Problem solving workshop/Math Talks
- Small group and individual practice based on formative data taken from the lesson

In grades 3-5, math instruction will include:

- Number Talk/Mental math practice
- Computational fluency practice
- A Singapore Math based lesson, in which students move from concrete to pictorial to abstract. Common concrete objects in use in upper elementary grades would include fraction tiles and place value disks. Common pictorial strategies include bar models and area models.
- Individual and small group practice based on formative data taken from the lesson



- 30 minutes of math instructional time on 2-3 days/week is designated for iReady individualized learning, teacher or instructional aide-led reteaching and Tier 2/Tier 3 interventions in math

In grades 6-8, math instruction will include:

- Computational fluency practice, often in the form of a warm-up
- Number Talk/Mental Math practice
- A CPM lesson, in which groups of students explore a concept and work together to develop and share a theory before an algorithm is learned
- Practice with basic operations and algorithms and extension activities during a differentiated time (30 min 2x/week); Tier 2 and Tier 3 interventions may occur during this time
- Personalized on-line learning using iReady

#### Sequence of Key Skills and Strategies

	<b>TK/K</b>	<b>1st</b>	<b>2<sup>nd</sup></b>
Counting/ Number and Operations in Base 10	<ul style="list-style-type: none"> <li>- Display one-to-one correspondence when counting</li> <li>- Accurately count objects within 20 and write numbers to 20</li> <li>- Represent 11-19 as a ten and some ones</li> <li>- Compare by identifying larger/smaller numbers and groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>- Count, read, and write numbers within 120</li> <li>- Understand, represent, and compare numbers to 120 in terms of tens and ones</li> <li>- Add one and two-digit numbers within 120</li> </ul>	<ul style="list-style-type: none"> <li>- Understand, write, and represent 3-digit numbers as ones, tens, and hundreds; compare three digit numbers</li> <li>- Count by 2's, 5's 10's</li> <li>- Add and subtract within 1,000 by composing/decomposing tens</li> </ul>
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>Understand key concrete meanings of addition (adding to, putting together and subtraction (taking away, taking apart)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and apply the relationship between addition and subtraction</li> <li>- Represent addition and subtraction situations with equations</li> </ul>	<ul style="list-style-type: none"> <li>- Add and subtract within 100 to solve one and two-step word problems</li> </ul>

	<b>TK/K</b>	<b>1st</b>	<b>2<sup>nd</sup></b>
Measurement, Data, and Geometry	<ul style="list-style-type: none"> <li>- Identify and create common geometric shapes</li> <li>- Sort objects into groups and explain characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- Measure length by comparing and with standard units</li> <li>- Tell time to the half hour</li> <li>- Create simple charts and graphs and answer questions about them (e.g. how many more ___?)</li> </ul>	<ul style="list-style-type: none"> <li>- Measure length with a variety of common units and tools, and solve problems involving length by using addition and subtraction</li> <li>- Tell time to 5 minute increments</li> <li>- Solve problems involving money (dollar, all coin amounts)</li> <li>- Create picture and bar graphs to organize data and answer questions about them</li> </ul>
Standards for Mathematical Practice	<ul style="list-style-type: none"> <li>- Check for accuracy when given a counting task</li> <li>- Draw a picture to solve a basic addition/subtraction problem</li> <li>- Orally explain 1-2 steps taken to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>- Check answers for reasonableness based on understanding of addition or subtraction</li> <li>- Write 2-3 sentences explaining steps taken to solve a problem</li> <li>- Use at least 2 different strategies to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>- Use estimation to check answers for reasonableness</li> <li>- Write a short paragraph explaining steps taken to solve a problem</li> <li>- Use multiple strategies to solve a problem; decide which strategy is best for a specific situation</li> </ul>
Computational Fluency Expectations ( <i>Math "Facts" students have committed to memory</i> )	<ul style="list-style-type: none"> <li>- Addition and subtraction facts within 5</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize addition and subtraction facts within 10</li> </ul>	<ul style="list-style-type: none"> <li>- Addition and subtraction within 100</li> <li>- Memorize addition and subtraction facts within 20</li> </ul>

	<b>3<sup>rd</sup></b>	<b>4th</b>	<b>5th</b>
Number and Operations in Base 10	<ul style="list-style-type: none"> <li>- Perform operations within 1,000 using understanding of place value, using a variety of strategies and algorithms</li> <li>- Understand the meaning of the numerator and denominator in a fraction</li> <li>- Understand simple equivalent fractions and order/compare fractions on a number line</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the relationship between place value and multiplication/division</li> <li>- Read and write numbers in expanded form</li> <li>- Multiply and divide with multi-digit numbers using concrete representations such as the area model</li> <li>- Compare fractions with unlike numerator and denominators, using equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Relate exponents and place value to multiplication and division</li> <li>- Read, write, compare, and round decimals to the thousandths place</li> <li>- Divide multi-digit whole numbers by up to 2 digit divisors</li> <li>- Work with decimal numbers in all four operations using visual models and the algorithm.</li> <li>- Apply knowledge of all four basic operations to fractions, using visual fraction models</li> </ul>

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
		<ul style="list-style-type: none"> <li>- Add and subtract fractions, and multiply a fraction by a whole number, using visual models</li> <li>- Begin to relate fractions (with denominators of 10 or 100) to decimals</li> </ul>	
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>- Understand multiplication and division as equal groupings of objects</li> <li>- Find an unknown number in multiplication and division problems</li> <li>- Solve 1 and 2-step problems using all 4 operations</li> </ul>	<ul style="list-style-type: none"> <li>- Solve multi-step problems involving all four operations, determining which operation is appropriate</li> <li>- Find factors for numbers to 100</li> </ul>	<ul style="list-style-type: none"> <li>- Write and interpret numerical expressions, including expressions with parentheses and braces</li> <li>- Translate verbal mathematical expression (e.g. 4 more than twice 7)</li> <li>- Analyze two patterns and the relationship between them</li> </ul>
Measurement, Data, and Geometry	<ul style="list-style-type: none"> <li>- Tell time to the nearest minute and solve problems involving elapsed time using a number line</li> <li>- Measure volume and mass and relate these concepts to basic operations to solve word problems</li> <li>- Calculate area and perimeter of plane shapes and relate these concepts to addition and multiplication</li> <li>- Create and answer questions about scaled picto and bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>- Convert from larger to smaller units by multiplying</li> <li>- Understand the definition of and process for measuring angles; solve problems involving unknown angles by relating angles to addition/subtraction</li> <li>- Classify geometric forms by properties of lines and angles</li> </ul>	<ul style="list-style-type: none"> <li>- Convert measurements within a measurement system by relating to multiplication and division</li> <li>- Understand volume, and solve problems related to volume through visual modeling and multiplication</li> <li>- Graph points on a coordinate plane to represent data and solve problems</li> </ul>
Standards for Mathematical Practice	<ul style="list-style-type: none"> <li>- Estimate and round to determine the reasonableness of answers</li> <li>- Ask questions about and evaluate problem solving strategies used by others</li> <li>- Identify and describe (orally and in writing) patterns and make predictions</li> </ul>	<ul style="list-style-type: none"> <li>- Represent the same problem in a variety of visual ways (e.g. area model and array for a multiplication problem)</li> <li>- Evaluate problem solving strategies, explaining benefits and disadvantages (e.g. faster, but less accurate)</li> </ul>	<ul style="list-style-type: none"> <li>- Construct mathematical arguments using diagrams and critique the reasonableness of others' arguments both orally and in writing (e.g., proving why multiplying by the reciprocal produces the correct quotient to a fractions division problem and evaluating others' proofs)</li> </ul>

	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
Computational Fluency Expectations	<ul style="list-style-type: none"> <li>- Add and subtract within 1,000</li> <li>- Memorize multiplication facts through “12’s”</li> </ul>	<ul style="list-style-type: none"> <li>- Add and subtract within 1,000,000</li> <li>- Memorize division facts within 144</li> </ul>	Multi-digit multiplication

	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
Number Systems and Operations	<ul style="list-style-type: none"> <li>- Apply knowledge of multiplication and division to an understanding of ratios and rates</li> <li>- Work with rational numbers, including expanding knowledge of number lines and axes to include negative points.</li> <li>- Fluently use standard algorithms for computations with multi-digit and decimal numbers</li> <li>- Find factors and multiples to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Use ratios and rates to solve real-world problems involving discounts, interest, and scale drawings</li> <li>- Graph proportional relationships and understand slope as the expression of proportion</li> <li>- Solve problems involving addition, subtraction, multiplication and division of positive and negative numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that some numbers are irrational and estimate the value of an irrational number by comparing it to a rational number</li> </ul>
Expressions and Equations	<ul style="list-style-type: none"> <li>Solve one variable algebraic expressions</li> <li>Understand and represent mathematically the relationship between dependent and independent variables</li> </ul>	<ul style="list-style-type: none"> <li>- Use variables to write expressions describing real-world situations</li> <li>- Solve multi-step problems using variables and involving positive and negative rational numbers in any form</li> <li>-Generate equivalent expressions in order to express and solve equations</li> <li>- Write expressions for and solve inequalities</li> </ul>	<ul style="list-style-type: none"> <li>- Work with exponents, square and cubed roots, and scientific notation</li> <li>- Solve systems of linear equations and relate linear equations to lines in a plane</li> <li>- Use functions to describe quantitative relationships and situations</li> </ul>

	6th	7th	8th
Measurement, Data, and Geometry	Describe sets of data using mean, median, and mode - Apply understanding of operations and decompose shapes to find area, volume, and surface area	- Compare different data distributions - Begin to use random samplings to draw inferences about a population - Identify relationships between 2-D shapes - Work with the relationships between angles formed by intersecting lines - Find the area of a circle	-Describe mathematically the relationship between congruent shapes - Work with similar triangles - Use knowledge about the relationship between angles in a triangle to make inferences - Understand the Pythagorean theorem and apply it to solve problems
Standards for Mathematical Practice	Determine when internet resources may help deepen understanding of concepts (e.g., using online graphs from National Geographic to extract data and compare it with another source)	Model mathematical situations in a variety of ways to compare and make predictions about data (e.g., creating probability models to predict results of an experiment in the hypothesis stage)	Find repeated reasoning in calculations to create general solutions and “shortcuts” (e.g., determining how to generalize the calculation of the slope of a line into an abstract equation)
Computational Fluency Expectations	Decimal/fraction/percent conversions  Division of fractions and decimals	Radicals (squares and square roots)  Individualized focus on computational fluency skills not mastered in previous grades	Integer Operations  Individualized focus on computational fluency skills not mastered in previous grades

As students move up through the grade levels, consistent methods for modeling mathematical relationships and consistent and vertically articulated instruction in the Standards for Mathematical Practice ensure that students are able to build each year on the knowledge and understanding constructed during the previous year.

For example, number lines are used beginning in kindergarten as a way of representing relationships between whole numbers. As students expand their understanding of the number system in the primary grades, students use number lines to add and subtract and to represent time. Moving into upper elementary, students use number lines to order and compare fractions and decimals and relate them to whole numbers. As students move to middle school and begin developing understandings of ratios and proportions, students use two number lines to model proportionate relationships.

Teachers will also explicitly point out to students how expectations and abilities related to the Standards for Mathematical Practice are consistent but increase and develop throughout the grades. (e.g., while primary grades may focus on concrete modeling of concepts with manipulatives, older students may model equations with graphing software). Teacher-created grade level rubrics will be used to ensure progressive, developmentally appropriate expression of these eight mathematical practices that are consistently embedded in instruction from Kinder through eighth grade.

❖ Science (Core)

Approach to the Subject and Curriculum

All science instruction at GCS will be based on the Next Generation Science Standards (<http://www.nextgenscience.org/>) as of the 2018-2019 school year. In 2016-2017, GCS completed the first year of a three-year roll out of instruction based on NGSS standards, utilizing resources staff have obtained through participation in state NGSS roll-out trainings. The GCS vision for implementation of NGSS curriculum is described below:

2016-2017	2017-2018	2018-2019
<p>Grades TK/K – 5, 7 and 8 plan and instruct 1 unit (physical science) based on NGSS core ideas cross-cutting concepts, science &amp; engineering practices, using a 5-E sequence of instruction, and incorporating increasing student inquiry.</p> <p>NGSS fully implemented in 6<sup>th</sup> grade (integrated model)</p> <p>Science lead and 6<sup>th</sup> grade pilot potential NGSS-aligned curricula</p> <p>Science lead (stipended classroom teacher) conducts series of NGSS trainings during Thursday professional developments (overview of NGSS standards, the 5-E science lesson sequence, and inquiry-based science instruction)</p>	<p>Grades TK/K – 5 and 8 plan and instruct 1 additional unit (life science)</p> <p>NGSS fully implemented in 6<sup>th</sup> and 7<sup>th</sup> grades (integrated model)</p> <p>Continued planning time for NGSS units with support from instructional leaders during professional development</p> <p>Additional grade levels pilot NGSS curricula; Final selection and purchase of K-8 NGSS curriculum</p> <p>Teachers attend outside NGSS trainings</p> <p>Grades 5 and 8 participate in 2<sup>nd</sup> year of CAST pilot testing</p>	<p>NGSS fully implemented in grades TK/K – 8</p> <p>Selected NGSS aligned curriculum fully implemented</p> <p>Continued planning time for NGSS units with support from instructional leaders during professional development</p> <p>Grades 5 and 8 participate in operational CAST test.</p>

2016-2017	2017-2018	2018-2019
Teachers attend outside NGSS trainings		
Grades 5 and 8 participate in CAST (California Science Test) pilot testing		

Similar to the way that key concepts reinforced and increasing in complexity throughout grade levels and the Standards for Mathematical Practice provide a logical pathway of mathematical learning, the Next Generation Science Standards are organized around three interconnected dimensions of science learning that serve as a tool for vertical articulation and cohesion. In each science unit at each grade level, students learn **core content** ideas in physical, earth/space and life science and in engineering, develop an understanding of **cross-cutting concepts** (e.g. cause and effect, systems and component parts) that transcend topics, and learn and apply science and engineering **practices**. To plan NGSS units, teachers will begin with core content ideas and break these down into a sequenced flow of smaller concepts, similar to the way that enduring understanding and questions are broken down in the standards GCS unit template inspired by Understanding By Design. Cross-cutting concepts and science and engineering practices related to core ideas will also be identified. Unit bends will follow the “5 E’s” sequence (Engage, Explore, Explain, Elaborate and Evaluate).

The consistency and connectedness of the dimensions of learning throughout the K-8 grade span can be exemplified by examining a core content idea, cross-cutting concept, and science and engineering practice and its application within life science at each grade level. As part of the vertically articulated roll-out of NGSS standards, teachers will develop units that articulate these dimensions in ways that will be clear to students and help them relate their learning across content and grades.

	<b>Core Content Idea: Life Science – Structures and Processes in Living Things</b>	<b>Cross-Cutting Concept: Structures and Functions</b> (The shape and stability of structures are related to their functions)	<b>Science and Engineering Practice: Developing and Using Models</b>
<b>TK/Kindergarten</b> (Ecosystems Unit)	Animals need food and plants need water and light to live and grow	External structures (roots, mouths) are related to their purpose	Create a model (e.g. ecosystem diorama) to represent relationships in nature

	<b>Core Content Idea: Life Science – Structures and Processes in Living Things</b>	<b>Cross-Cutting Concept: Structures and Functions</b> (The shape and stability of structures are related to their functions)	<b>Science and Engineering Practice: Developing and Using Models</b>
<b>1st</b>	Organisms have external parts that serve different functions and help them survive	Differences in animal structures (e.g. body coverings) relate to differences in the needs of those animals	Plan a structure for humans designed to solve a problem, modeled on a plant or animal structure
<b>2nd</b>	Plants depend on animals for pollination	Plants have external structures (e.g. burrs) that aid in pollination; these work together with external structures of animals (e.g. fur)	Construct a drawing or 3-D model of a seed and explain how the structures will aid pollination
<b>3<sup>rd</sup></b>	Organisms reproduce and have unique life cycles	Some structures allow organisms to reproduce; Different structures exist in different life cycle stages	Represent life cycles using an abstract representation model (e.g. flow chart)
<b>4<sup>th</sup></b>	Plants and animals have both external and internal structures that have different functions important for survival	Structures within internal body systems relate to specific functions; these structures have substructures (e.g. chambers of the heart) that have specific functions	Model the relationships between structure and substructures with a tree map
<b>5<sup>th</sup></b>	Using their external and internal structures, plants acquire their material for growth through air and water	Structures in different organisms can have similarities and have similar functions	Create a model that mimics the process through which plants acquire nutrients through water; explain its limitations



	<b>Core Content Idea: Life Science – Structures and Processes in Living Things</b>	<b>Cross-Cutting Concept: Structures and Functions</b> (The shape and stability of structures are related to their functions)	<b>Science and Engineering Practice: Developing and Using Models</b>
<b>6<sup>th</sup></b>	All living things are made of cells. Within cells, particular structures are responsible for specialized functions	Scientists observe and analyze complex structures in order to determine how they work	Construct a model of a cell and use it to explain the functions of and relationships between its structures
<b>7<sup>th</sup></b>	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy	Structures are part of systems	Develop a model to describe unobservable mechanisms (how food is rearranged through chemical reactions forming new molecules)
<b>8<sup>th</sup></b>	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual	Complex systems can be analyzed to describe how their function depends on the shapes, composition, and relationships among its parts	Develop and use a model to describe phenomena (create a model showing how structural changes to genes (mutations) located on chromosomes may affect proteins)

As part of the NGSS roll out, instructional staff will also create a standardized protocol for science notebooks (write-ups of experiments and explorations) at different grade levels.

Middle school students additionally create science projects each year based on a research question. Working in cooperative groups, they develop presentation materials to explain their results, and present their findings and receive feedback from students, staff, and families. These projects provide a major point, within middle school science courses, for integration of ELA informational text reading and writing standards and of speaking and listening standards. Existing project rubrics will be refined, as part of the NGSS roll-out professional development sequence, to be structured around NGSS science and engineering practices.

### Instructional Components

In grades K-5, Science instruction will include:

- Science/Social Studies Content Block with ELA/ELD integration. Unit Plans for this block integrate science (alternating with social studies in K-3) with ELD/ELA content standards. As of 2018-2019, units will follow a 5-E (Engage, Explore, Explain, Elaborate and Evaluate) sequence. At the Engage phases students observe phenomena, ask questions, and record observations. During Explore students continue to observe and questions while posing and testing claims and modeling their understanding of concepts. During Explain students construct science knowledge through readings/videos and through explorations and experimentation, and present their findings and demonstrate their knowledge through either a writing piece or oral presentation culminating each unit. Students Elaborate by exploring answers to additional student-generated questions (e.g., by designing and implementing a different version of one of the unit's experiments), or by pursuing integration with other content areas (e.g., finding different ways to graph results, researching a scientist). Student understanding is evaluated observationally throughout the unit and through rubric scoring of student work (e.g. models from the beginning and end of a unit, a culminating writing piece or oral presentation).

In grades 6-8, Science instruction will include:

- Middle school science course. While science is taught as a discrete course in middle school, science units will still integrate ELA standards and provide an opportunity for integrated ELD instruction. For example, in a given unit, students listen to a podcast about a scientific discovery and take notes, summarize a scientific article, and give a presentation explaining what the different components of their cell models represent. Middle school science will follow the integrated learning progression for middle school science model, which covers topics from life, earth, and physical science during each middle school grade, and use the specific grade levels standards/skills outlined by the California Department of Education for each grade 6-8.

In all grade levels, science standards are frequently integrated into dance instruction. Classroom and dance teachers collaborate to create units taught during choreography class (and often during science classroom instruction as well).

#### ❖ History -Social Science (HSS) (Core)

##### Approach to the Subject and Curriculum

History and Social Sciences are instructed according to the California History Social Science standards (<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>) and the 2003 California Framework for History and Social Science (<http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>), which provides curricular recommendations based on the standards.

Within the topics explored by each grade level, essential questions and ideas are identified related to the three themes (identified by the California Framework) of Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation,

History-Social Science at all levels will be taught integrated with ELA and ELD standards. In grades K-3, History/Social Science standards will be taught in a content block with ELA/ELD integration, alternating with science content. In this block, students will read texts, view photos and other images, and listen to audio or video presentations to build content knowledge about the topics at their grade levels, and communicate their understanding in writing, speaking, and often additionally through art and motion. The language forms, conventions, and functions necessary for learning and communication in the unit are also identified and be explicitly taught, or reviewed if taught previously. Houghton Mifflin social studies materials (or alternate texts/curricula adopted by GCS) will be used to aid teachers in developing unit plans incorporating HSS standards, and additionally provide students with informational text related to standards. Trade non-fiction texts, non-fiction leveled readers, and multi-media content will also be utilized.

Social science instruction in grades 4-8 will be integrated into Reading Workshop in grades 4 and 5 and the Humanities Course in grades 6-8. In addition to a state adopted social science text for each grade level, teachers will provide students with access to primary source documents (e.g. the Declaration of Independence, Bill of Rights, excerpts from historical documents such as records of the Council of Trent, myths and legends, excerpts from philosophical treatises and religious doctrines) maps, charts, timelines, and secondary source documents (e.g. TCI's History Alive!, articles and video clips from National Geographic, Discovery, and History Channel) from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English language learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Because social sciences are taught in an integrated instructional block with language arts standards, students will read fictional texts related to social science content, further increasing their motivation and understanding. For example, in 6<sup>th</sup> and 7<sup>th</sup> grades, students will read and analyze ancient and medieval myths and legends pertaining to the cultures studied, such as the myth of Persephone, and *Sunjata*, a graphic novelization of the west African legend by the same name. In 4<sup>th</sup> - 8<sup>th</sup> grades, students will read historical fiction novels from the California Recommended Reading List such as *Fever 1793* and *Catherine, Called Birdy* to provide context and analytical points of comparison for corresponding units of study in social studies.

### Sequence of Key Topics and Concepts

The following strands represent the major themes to be addressed in each grade level, and the chart below provides more detail:

TK/K – Living and Working Now and Long Ago

1 – A Child’s Place in Time and Space

2 – People Who Make a Difference

3 – Continuity and Change

4 – California: A Changing State

5 – United States History and Geography: Making a New Nation

6- World History and Geography: Ancient Civilizations

7- World History and Geography: Medieval and Early Modern Times

8- United States History and Geography: Growth and Conflict

Grade	Key Topics and Concepts	Example Project Integrating HSS and ELA/ELD standards
<b>TK/ Kindergarten</b>	<ul style="list-style-type: none"> <li>- Learn how rules keep people safe at school and at home.</li> <li>- Recognize workplaces and workers in the local community, their jobs, and the tools they use.</li> <li>- Compare aspects of home and work life today with similar settings in the past.</li> <li>- Recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty.</li> </ul>	Students participate in a shared reading experience about a community worker’s job and listen/look (in pictures) for details about the worker’s actions and tools. In small groups, students create a tableau illustrating the worker and dictate a sentence to describe their tableau using present tense verbs and simple prepositions (“to”, “with”, “in”).
<b>1st</b>	<ul style="list-style-type: none"> <li>- Identify characteristics of good citizens and understand how citizens vote to make choices in a democracy.</li> <li>- Understand how a neighborhood meets the needs of its citizens through goods and services, and contrast neighborhoods today with long ago.</li> </ul>	Students write and film “good citizen skits” demonstrating the do’s and don’ts of citizenship in a neighborhood. Within this work, students work with contractions and focus on supporting an opinion with

Grade	Key Topics and Concepts	Example Project Integrating HSS and ELA/ELD standards
	<ul style="list-style-type: none"> <li>- Construct and read maps using keys and cardinal directions, identify continents and oceans.</li> </ul>	evidence. Students view each other's videos and complete a "do's" and "don'ts" graphic organizer.
<b>2nd</b>	<ul style="list-style-type: none"> <li>- Learn the way in which governments make and carry out laws, including the responsibilities of a president compared to familiar leaders (e.g. teacher).</li> <li>- Explore the histories, cultures, and traditions of their own families, using maps and timeline, and use this as a springboard for understanding basic concepts related to immigration patterns.</li> <li>- Learn about the lives of historical and current "heroes."</li> <li>- Learn about different types of communities and different physical geographies.</li> </ul>	Students interview an older family member and prepare an informational writing piece about their family history. In the context of this piece, students work with past tense verbs and pronoun/antecedent agreement.
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>- Identify, research and define essential characteristics of landforms in the Los Angeles area and the state of California.</li> <li>- Find their locations on various maps (city, state, country, continent, hemisphere).</li> <li>- Investigate the lives and cultures of different Native American groups and learn how physical geography and resources impacted their lives; make inferences about the lives of Native American groups based on examination of artifacts.</li> <li>- Learn about the institutions and processes of local, state, and national government.</li> <li>- Learn how early settlers impacted the start of today's economy.</li> </ul>	Using complex sentence structures expressing cause and effect and purpose, students create "California Economy brochures using Microsoft Pages that explains at least two aspects of California's economy long ago and two aspects of California's economy today.
<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>- Identify and locate California's geographical features and understand how these features influenced the lives of early residents and later the settlement and growth of towns.</li> <li>- Learn about the indigenous peoples of California through the study of the state's four geographical regions.</li> <li>- Study the Spanish mission system, choosing one to research in depth.</li> <li>- Identify routes explorers used in coming to California, and analyze the reasons</li> </ul>	In pairs, students conduct research on a mission using books and on-line resources, and write informational reports that describe the mission, its geographic significance and function. Students then create replicas of their mission using materials of their own choosing. Students host a mission "museum" where

Grade	Key Topics and Concepts	Example Project Integrating HSS and ELA/ELD standards
	<p>different groups had for settling in the state, including the Gold Rush and the effects of immigration on the state.</p> <ul style="list-style-type: none"> <li>- Research the lives of key figures in California history.</li> </ul>	<p>they display and give a short presentation about their finished projects for other members of the school.</p>
5 <sup>th</sup>	<p>Trace the country's history starting with the pre-Columbian settlements, through the Colonial era, up to the nineteenth century.</p> <ul style="list-style-type: none"> <li>- Examine and explain the causes and effects of the American Revolution, as well as the events related to the development of the U.S. Constitution.</li> <li>- Study the immigration patterns of the American people and the effects this population growth had on the different American Indian tribes.</li> </ul>	<p>In groups, students research the experiences of different groups of people during the American Revolution (i.e. Slaves, Patriots, Loyalists, women, etc.). They study primary and secondary sources to build an understanding of the various perspectives that existed. Then, students hold a town hall meeting in which the various perspectives and interests were considered and debated.</p>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Study major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations.</li> <li>- Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures.</li> <li>- Understand and explain reasons for the rise and fall of different civilizations.</li> <li>- Access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs, to make inferences about a civilization.</li> </ul>	<p>Students use primary and secondary sources to research the life and moral teachings of Buddha and investigated how and why Buddhism spread throughout India, Ceylon, and Central Asia. Small groups create skits illustrating the moral teachings of Buddha and how Buddhism spread to various parts of the world.</p>
7 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Focus on civilizations in Europe, Africa, and Asia during the period A.D. 500-1789 (medieval and early modern times).</li> <li>- Understand the impact of growing interaction between civilizations and the exchange of ideas, culture, and technology.</li> <li>- Focus on the rise of new ideas that occurred during the Renaissance, the</li> </ul>	<p>During a unit on the study of Islam, students read historical fiction books in clubs. They read multiple books that are about one time period in history to gain a deeper understanding of Islam and its relation to the politics, geography</p>

Grade	Key Topics and Concepts	Example Project Integrating HSS and ELA/ELD standards
	Scientific Revolution, and the Enlightenment and how these ideas gave rise to elements of our society today.	(setting), culture of the people living during that time. Students discuss common themes in texts and connect those themes to personal themes in their lives today. They also notice how themes in the novels they've read play out in the music, dramas, and stories of that historical era.
<b>8th</b>	<ul style="list-style-type: none"> <li>- Study the development of the United States from the close of the Revolutionary War up to World War I.</li> <li>- Examine how different American institutions and ideals can be traced to ideas from various past civilizations.</li> <li>-Examine the geographic and regional differences within the United States, including the causes and consequences of the Civil War.</li> <li>- Read primary documents closely to identify and explore key ideas in American history and culture.</li> <li>- Learn about the Industrial Revolution and its connection to social and economic changes.</li> </ul>	In a unit focused on close reading, students read various primary and secondary sources to examine how Europeans explored and established settlements in the early years of the United States. Students make inferences about the reliability of various sources, and defend their arguments.

### Instructional Components

In grades TK/K – 3, History-Social Science instruction will have the following components:

- Science/Social Studies Content Block with ELA/ELD integration. HSS standards are taught within a content block (alternating with science standards). Students employ reading and listening skills while taking in information regarding HSS content from big books, textbooks, and videos, as well as primary sources such as pictures. Each unit incorporates a writing piece or an oral presentation (often aided by technology), giving students additional opportunities to improve non-fiction writing and speaking skills.

In grades 4-5, History-Social Science instruction will have the following components:

- Reading-Social Science Workshop. Social studies content is integrated into Reader's Workshop. Student use texts and other sources to learn content, honing their non-fiction reading skills as they do so. HSS content may also be integrated into writing, as students construct pieces and conduct research related to HSS standards

In grades 6-8, History-Social Science Instruction will have the following components:

- Humanities Block. HSS standards are taught during a 2-hour instructional block that integrates HSS and ELA standards

In all grade levels, HSS standards are frequently integrated into dance instruction. Classroom and dance teachers collaborate to create units taught during choreography class (and often during HSS classroom instruction as well). For example, students might build on their knowledge of social studies by learning literal and metaphorical dance forms that are aligned with grade level standards addressed in this curricular area. Students who are studying family or community histories might compare the dances of cultures represented by their own families or neighborhoods to modern dance techniques in order to understand how dance fits into cultural trends. Third grade students learning about Hopi Indians explore expressive movements that represent the cultural significance of this tribe as well as the symbolism of animals in this tribe.

❖ Visual and Performing Arts, other than Dance (Non-Core)

The Visual and Performing Arts will be taught at Gabriella Charter School utilizing the 2001 California *Visual and Performing Arts Content Standards* (<http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>).

- Visual Arts Standards are taught in a weekly visual arts class (elementary)/daily elective (middle school).
- Music Standards are taught in a music class in grades TK/K-4 and during dance instruction in all grades. Additional opportunities for music instruction are offered through after school enrichment (e.g., Glee Club, Guitar Club).
- Theater Arts Standards are covered both during dance instruction and regular class instruction (e.g., Kindergarten students perform a reader's theater version of a fairy tale, 5<sup>th</sup> grade students stage a play based on the American Revolution).
- Dance Standards are covered during daily dance instruction.

Visual Arts

At GCS, visual arts instruction will be provided to elementary students once a week and to middle grades students four times a week for one semester. A scope and sequence for visual art instruction has been created by GCS staff, outlining coverage of the California VAPA standards and National Core standards and the different art forms and artists that will be explored at each level.

Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography and ceramics. The primary elements of art that are taught to all grade levels include line, color, shape/form, texture, and space. Students explore a range of media including watercolors, pastels, collage, clay, paper, charcoal and found objects. Projects may be inspired by the study and examination of works representing a particular movement, an artist's unique style, a mood set by a story, an idea that a student wishes to communicate or by experimentation with color, texture or composition.



At all grade levels, the GCS Art Teacher will introduce artifacts, paintings, drawing, architecture, and sculpture that enhance student knowledge of art history. Students also compare the art for similarities and differences between different cultures. By examining actual artifacts and pictures, students study the function and purpose for creating art and gain an appreciation for art as an important element of human expression. By exploring timeless ideas expressed through art, students are able to design their original artwork as well as analyze and respond to the work of others. For example, students will create and share self-portraits, describing the process of drawing their faces and sharing what feelings their portraits convey.

Additionally, the Art Teacher will collaborate with classroom teachers to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics. For example, first graders who are studying their neighborhood might draw maps inspired by David Hockney's "Mulholland Drive." When studying the seasons, they might make dioramas that show how the climate affects the geography and the lifestyle of people (e.g., summer beach scenes included BBQ's, surfers, swimmers, bicyclists, convertible cars, lifeguards, and sun umbrellas). Fifth graders studying Native Americans might research artifacts of different tribes and create replicas based on pictures and written reports detailing their functions and artistic characteristics.

Students also develop interdisciplinary connections between visual arts and dance. By way of example, kindergarten students explore how to make winter snowflakes in visual art class and transfer their knowledge of snowflakes into the dance studio by exploring the type of movement snowflakes make and the pathways they travel. Fourth-grade students study "literal vs. abstract" art in visual art class, and explore manipulating an art piece to make it abstract, while in dance class the same concepts are explored through movement.

As an important component of their art experience, students use criteria for evaluating art, and assess the characteristics and merits of their own work and the work of others. Student assessments in both art and music are based on written and performance tasks, graded using a teacher-developed rubric.

### Music

At Gabriella Charter School, students in TK/K through fifth grades will receive 30 - 45 minutes (depending on specific grade level schedules) of weekly music instruction. Music instruction at Gabriella Charter uses the Orff-Schulwerk Method under the parameters of the California State Board of Education Music Content Standards.

Orff Schulwerk is a method in which children learn about music through play-based activities that involve imagination, imitation, and their own thoughts and expression. It is based on things children like to do: sing, chant rhymes, clap, dance, read literature, and to play instruments. The method brings out the innate musicianship in children without the formality of instruction. In the Orff-Schulwerk program, these innate instincts of being a child are directed into learning music by hearing and making music first, then reading and writing music later. Lessons focus on the elements of music -- melody, rhythm, form, texture and harmony with a hands-on approach employing pitched (recorders, keyboards, xylophones, glockenspiels, etc.) and unpitched (rhythm sticks, wood blocks, shakers, etc.) instruments. Students will also sing, chant, dance, improvise and dramatize literature that they read and stories that they create

❖ Dance (Non-Core)

Daily dance instruction at GCS will be a centerpiece of the school's program. Dance instruction covers both California Visual & Performing Arts standards and Physical Education standards, and content from academic areas is often integrated to provide cross-disciplinary learning for all students in grades K-8.

Gabriella Charter Schools' K-8<sup>th</sup> grade dance curriculum is built on the curriculum design of *everybody dance!*. Since 2000 *everybody dance!* has offered low-cost afterschool and weekend dance classes to children in Westlake, Pico Union, and Echo Park, and has partnered with other schools such as Camino Nuevo Charter Academy and the Cortines School of Visual and Performing Arts. The philosophy of *everybody dance!* is to impart to each child the benefits of dance training: healthy bodies, alert minds, self-discipline, team work and a love and appreciation for dance, music and the arts. GCS continues a strong partnership with *everybody dance!*, with the award-winning dance program consulting on dance curriculum and providing professional development and guest teaching artists to ensure a rigorous arts curriculum for our students.

All GCS students will take an integrated movement and choreography class once per week and study two additional dance forms, depending on grade level, the remaining two days of the week. Currently at GCS, Kindergarteners take Ballet and Reading in Motion classes that reinforce letter recognition and phonemic awareness through creative movement and music, first graders study Ballet and Creative Movement, second graders study Ballet and Theatre Dance, third graders study Theater Dance and Tap, fourth graders study Latin Ballroom and Tap, fifth and sixth graders study Modern and Jazz dance, and seventh and eighth graders study Contemporary, Acrobatics and Hip-Hop.

The dance objectives created by Gabriella Charter Schools and *everybody dance!* staff have been aligned to the California VAPA standards, as shown in the example below:

California Content Standards	Gabriella/everybody dance! Objectives
Perceive and respond using the elements of dance. Demonstrate movement skills, process information, and describe movement with the vocabulary of dance.	<ul style="list-style-type: none"> <li>• Develop motor skills and technical abilities</li> <li>• Develop dance vocabulary and active listening skills</li> </ul>
Critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.	<ul style="list-style-type: none"> <li>• Identify aesthetic criteria for evaluating dance (skill levels, originality, visual impact)</li> <li>• Create and answer questions relating to dance forms</li> </ul>
Apply what is learned in dance to learning across subject areas. Develop competencies and skills in problem-solving, communication, and management of time and resources that contribute to lifelong and career skills.	<ul style="list-style-type: none"> <li>• Possess ability to work in small groups and with partners</li> <li>• Learn anatomical knowledge and understanding of what muscles do for the body</li> <li>• Make connections between dance and academic areas</li> </ul>

Dance staff members also work with classroom teachers to implement more kinesthetic learning across the curriculum through dance and movement, and collaborate to create units integrating core content area standards into the dance studio and vice versa. For example, after a collaboration meeting between the 5th grade choreography instructor and the 5<sup>th</sup> grade classroom teacher, fifth graders might create mini-dances demonstrating the definitions of solutions, mixtures, and supersaturated solutions.

A description of each dance class by grade level, including expected outcomes, is set forth below:

**Kindergarten:**

Ballet: Students acquire basic ballet vocabulary, i.e., “plie”, “tendu”, “releve”, and “sauté.” Students learn how to warm and stretch their bodies and muscles through a variety of imagery-focused games. Students learn how to move (both as a group and individually) in a circle, semi-circle, straight line and diagonal line, providing students with greater spatial and body awareness.

Reading In Motion: The goal of this program is to provide students a “whole body” learning experience in order to provide them additional tools and skills required to meet grade-level reading goals. Students use their entire bodies and minds to master reading skills, as teachers utilize music as the primary teaching tool (rhythm, tempo, and call-and-response lyrics) to create an engaging learning environment. The curriculum is organized around four areas: phonemic awareness, letter decoding, oral fluency, and comprehension, and lessons are tailored to the developmental level of students. These skills are explored through movement, music and drama.

Choreography: Students begin to learn the vocabulary of choreography, including these dance concepts: expand and contract, rotate, travel, stillness, mirroring and the “Language of Dance” (LOD) symbols that coincide with these terms. Students practice working in small groups and as a group. Students begin to learn how to choreograph a mini-dance, while beginning to develop as critical dance observers and engaging in dance dialogue with their peers.

**1st Grade:**

Ballet: Students gain a fundamental knowledge of movement vocabulary with an emphasis on ballet terminology and technique and basic knowledge of dance etiquette and dance behavior. They understand the following concepts: High and low, up and down, turning, directional changes, mirroring as well as different qualities of movement such as hard and soft, loose and strong, fast and slow. Students work in large and small groups and on an individual basis while increasing their body and spatial awareness. They also begin to observe themselves and their classmates with a critical eye.

Creative Movement: Students acquire a strong understanding of creative movement terminology evident through their written documentation, vocabulary, and dance performance. Students learn how to perform basic axial and locomotor body positions, movements, and patterns without teacher demonstration. Additionally, students memorize and correctly name such body positions, movements, and patterns using dance terminology. Students learn to work in small groups and as a cohesive group and learn how to critique their own performances as well as the performances of peers. Additionally, students expand their use of the observer lens through class discussions about professional dance videos.

Choreography: Through movement exploration, observation, replication and recall, students develop kinesthetic and self-awareness; understand dance concepts; and build fine and large motor skills. Students explore improvising to text and explore moving as solids, liquids and gases. Students invent dance movements to create their own dances; learn basic vocabulary of various dance forms and simple dances; reflect upon their own and other's work; and understand the purpose, routine, and behavior of a dance class.

## **2nd Grade:**

Ballet: Students acquire a strong understanding of basic ballet technique and terminology evident through their written documentation, vocabulary, and dance performance. Students learn to perform basic axial and locomotor body positions, movements, and patterns without teacher demonstration. Additionally, students memorize and correctly name such body positions, movements, and patterns using ballet terminology. Students practice working in small groups and as a cohesive group and learn to critique their own performances as well as the performances of their peers.

Theater Dance: Students learn the fundamentals of dance theatre. Theatrical terms and concepts explored include character, personality, gestures, facial expressions and posture. Students discuss feelings and how they affect the way we move. Students use choreographic dance patterns to demonstrate varying emotional states or thought processes. Students learn how to create spatial formations: straight line, circle, diagonal, etc. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers' performances.

Choreography: Students learn and apply dance vocabulary and symbols to respond to and make observations about dance. Students are introduced to the many ways people express themselves through dance. Students develop a basic choreography vocabulary, demonstrating the ability to express basic elements of dance by naming and demonstrating different body parts, shapes, actions, dynamics, directions, levels, paths and relationships. By the end of the year, students make connections by exploring and inventing body movements to create an original student dance inspired by literature studied in their classroom and written work created on their own.

## **3rd Grade:**

Theater Dance: Students gain a more in depth understanding of theater dance, delving more deeply into concepts explored in second grade and broadening their understanding of works that may be categorized as "theater dance." Taking a closer look at the history of the genre and becoming familiar with both more mainstream examples such as Broadway shows and more abstract examples such as the work of Pina Pausch, students begin to develop their own preferences and approach theater dance with more sophisticated creativity. The class works together to create a short theater dance piece.

Tap: Students acquire basic understanding of tap vocabulary. Terms and concepts include step, heel drop, shuffle, flap, ball change, hop, leap, cramp roll, tip, pivot turn, single time step, paddle and roll, buffalo, Irish, scuff, riff, etc. Students learn to recognize the downbeat of the music and count, making their tap sounds line up with the music. Students create spatial formations: straight line, circle, diagonal, etc. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers' performances.

Choreography: Students learn and apply dance vocabulary and dance symbols to respond to and make observations about dance. They are introduced to the many ways people dance around the world, and how dance influences different cultures, including Native American Indian culture. By actively observing the movement of other students, people and things; and learning dances from various cultures and historical periods, students learn to apply dance concepts to the world outside the classroom, recognizing that every student has a cultural background, and understanding that people danced differently in different historical periods. By the end of the 3<sup>rd</sup> grade, students are able to respond to other cultures and their art discipline through movement, and understand how other art media can be integrated with dance to clearly express an intention.

#### **4<sup>th</sup> Grade:**

Latin Ballroom: Students in the Latin Ballroom course will learn the rhythm and movement associated with salsa, merengue, and other dances. Students will build on the principles of partnering learned in earlier grades and their experiences moving cooperatively with another dance in order to execute choreography with a partner. Students will learn the history of the dances covered and study the music and cultures connected to each.

#### Tap:

Students will build upon what they learned in 3<sup>rd</sup> grade and begin to work in varied meters and rhythms. Vocabulary will include double time steps, triple time steps, traveling time steps, the famous Shim Sham dance, rhythm turns, a deeper understanding of musicality as it relates to tap dancing (namely, types of feels of music, syncopation, varied time signatures). Students will explore important notable tap figures in history (Bill Robinson, The Nicholas Brothers, Jimmy Slyde) and also develop their improvisation skills.

Choreography: Students expand their dance vocabulary to refine their understanding and communication of ideas and themes in dance. Students practice constructive criticism using dance language, and explore the elements that contribute to expression and meaning in dance. Students illuminate their relationship to dance by exploring dances of different time periods. They find shared elements among the arts, use video and interactive technology to support dance learning, and analyze the effects of dance on the body and mind.

#### **5<sup>th</sup> Grade:**

Modern: Students build upon the qualities of movement that they learned in previous years and start to really work with choreography. They are introduced to the masters of modern dance: Martha Graham, Lester Horton, Merce Cunningham, and Alvin Ailey. They start to learn more complicated movement sequences in both a set warm up, incorporating plies, tendus, swings, laterals and flat backs, as well as core work on the floor. They also move across the floor with triplets, prances, and various runs. Finally they learn center combinations that bring in multi-level changes with jumps and rolls. In addition to physical level changes, they work with tempo and start to incorporate emotion into their dance. This work is supplemented with video and live performance to make them patrons as well as participants in the arts.

Jazz: Students acquire fundamental knowledge of jazz. In jazz students are capable of identifying general movement characteristics of the jazz genre from the audience and performer perspective, comparing and contrasting jazz dance with other previously learned dance techniques and performing basic jazz movements. They are also able to combine and perform jazz movements with other dance styles through the instructor's choreography.

Choreography: Students expand their dance vocabulary to refine their understanding and communication of ideas and themes in dance. Students practice constructive criticism using dance language, and explore the elements that contribute to expression and meaning in dance. Students illuminate their relationship to dance by exploring dances of different time periods. They find shared elements among the arts, use video and interactive technology to support dance learning, and analyze the effects of dance on the body and mind.

#### **6<sup>th</sup> Grade:**

Modern: Students build on their learning from 5th grade modern dance class. Emphasis is placed on moving with precision and appropriate dynamics while students continue to build strength and stamina. Students gain mastery of more advanced floor work and inversions, as well as basic partnering and weight sharing. As in past years, this work is supplemented with video and live performance to ensure students are observers and evaluators of as well as participants in the arts. Students become more detailed and specific when responding to dance video viewing, encouraged by their dance teachers to use the language and vocabulary from Laban Movement Analysis in order to speak as dance experts.

Jazz: Students build on and refine jazz technique that they explored in 5th grade. Students perform more complex across the floor and jazz combinations, often contributing ideas to the creation of these combinations. Further investigation of jazz dance history is included in the curriculum with an emphasis on the relationship of African American history to the development of jazz dance and music. Connections continue to be made to historical figures in the history of jazz dance and their contributions to the genre.

Choreography: Students review all the elements of dance and are expected to draw upon any and all of them in their choreography throughout the year. Projects ask students to begin to consider and develop their own choreographic voice and approach, while continuing with curricular content integration. By the end of sixth grade choreography, students work as a class and in groups to consider how their dance learning relates to the world outside of the classroom and studio and how they can give back to their community through dance. These considerations will lead to a choreography project with a civic engagement element.

#### **7<sup>th</sup> Grade:**

Hip Hop: Students are introduced to hip hop foundations, fundamentals, history and culture. Starting from old school and moving through current day hip hop styles and trends, students break down and learn a variety of steps and skills that are explored through teacher set and student created choreography. Specific units focus on grooves, breaking skills and athleticism in hip hop.

Contemporary/Acro Dance: Students learn how modern dance developed into contemporary dance and are introduced to examples of contemporary choreographers such as William Forsythe, Crystal Pite and Ohad Naharin. Students analyze how contemporary dance draws from and works in relation to other dance forms and they apply this understanding as they perform contemporary dance skills and combinations and as they discuss each others' dancing. Basic Acro dance elements are also introduced into contemporary class as floor work and partnering are integrated regularly into class activities.

Choreography: Students create new dance pieces with facility using all the elements of dance. Students continue to develop and fine tune their own choreographic voice and approach, often relating dance and movement creations to academic material. Seventh graders also consider using dance as a vehicle for civic engagement and create work that draws from and gives back to their community.

### **8<sup>th</sup> Grade:**

Hip Hop: Students continue to develop and master hip hop foundations and skills. In their last year as GCS dancers, students are encouraged to develop and dance with their own style and creativity. Incorporating mastered skills into improvisation is fundamental in hip hop, so students are given opportunities to perform in cyphers and other activities that call for skillful improvisation. Additionally, students are challenged to apply hip hop in the creation of their own short dance works.

Contemporary/Acro Dance: Students will build on their 7th grade contemporary technique as more advanced Acrobatics Dance technique is blended into warm ups, combinations and choreography. Throughout the year, 8th grade dancers will explore how acro dance tricks and body movements - such as back bends, cartwheels and hand-balancing - can be integrated with dance technique. Students will focus on correct alignment and execution of acro dance skills while building and refining their artistry with contemporary dance. Furthermore, students will get the opportunity to work in partnerships and groups to do tricks that involve more advanced weight sharing and lifting.

Choreography: Students once again draw from all dance elements with ease and expertise as they create new choreography. Choreographic projects involving the use of technology are introduced and students work on a green screen project during which they showcase their unique choreographic style while also being involved in the design elements of the piece. Civic engagement is once again explored during choreography class and students are challenged to push themselves in their thinking and their capacity to engage with the world at large through dance. Field lesson and master class opportunities are offered to the students to support these efforts.

In addition to their coursework, most grade levels receive Master Dance classes with guest artists that explore other dance forms, such as ballet folklorico, capoeira, and African dance.

All GCS students will dance in the school's year-end-dance performance held in May or June. This annual event is traditionally one of great excitement for Gabriella families, with more than 1,000 family and community members in attendance at a local venue. In the year-end performances, each student performs in at least one dance. Colorful costumes – created collaboratively by families - add visual appeal for the audience and give students a sense of being professional performers.

❖ Physical Education (Non-Core)

The GCS physical education curriculum is based on the 2005 California Physical Education Model Content Standards (<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>), which promote healthy lifestyles among students and their families through the development of positive physical and mental habits as well as the study of physiology and kinesiology. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development.

As described above, a large portion of the physical education standards in each grade level will be covered within the dance curriculum. Those not able to be covered (e.g., those related to ball handling skills) will be addressed during a Thursday PE period taught by classroom teachers.

The chart below compares Physical Education standards with objectives of the dance program in order to demonstrate the process through which coverage of PE standards has been ensured.

Physical Education Standards	Dance Objectives/Learning Outcomes
Be competent in many movement activities	Students gain flexibility, coordination, and technical skills through various types of dance instruction and kinesthetic experiences
Understand how and why one moves in a variety of situations and use of this information to enhance skills	Students learn the physiology of dance by studying how bones and muscles in the body affect movement and apply this to daily preparation for dance instruction
Demonstrate responsible social behavior while participating in movement activities; Understand the importance of respect for all others	Students learn teamwork and how to partner with a fellow student in dance class; they learn to recognize and acknowledge the strengths of fellow students; they learn sensitivity in evaluating the work of classmates.
Understand the interrelationship between history and culture and games, sports, play and dance	Students study the history and culture of dance.

**Additional Physical Education in K-8**

A long-term plan for physical education instruction has been developed for grades 6-8, in which classroom teachers specialize in individual sports/fitness areas (volleyball, softball, track/running) and homeroom classes rotate through each type of instruction. For all grades, physical fitness standards not covered in dance have been clearly identified. Elementary teachers are responsible for covering these standards with their students.

In 5<sup>th</sup> grade and 7<sup>th</sup> grade, GCS students will take the California Physical Fitness Test (PFT). This test assesses students in 6 areas of physical fitness. The chart below shows each category of fitness, the assessment used to measure this area at GCS in 5<sup>th</sup>/7<sup>th</sup> grade, and the ways that students at GCS will be prepared for the test.



<b>Fitness Area</b>	<b>Assessment given in 5<sup>th</sup> grade at GCS</b>	<b>Ways that elementary students are prepared</b>
Aerobic Capacity	PACER (running timed laps)	<ul style="list-style-type: none"> <li>- Aerobic capacity (maintaining cardiovascular movement for increasing periods of time) developed in dance classes</li> <li>- Fifth grade teachers devote time to practicing lap running in months leading up to test</li> <li>- Fifth grade teachers encourage at home practice in months leading up test</li> </ul>
Body Composition	BMI (calculated by using student height and weight)	<ul style="list-style-type: none"> <li>- BMI and factors contributing to a healthy BMI discussed with students/parents in months leading up to test</li> <li>- Healthy snack policy implemented</li> <li>- Parent workshops focused on healthy eating and weight management</li> <li>- Family fitness encouraged through parent dance and exercise classes and weekend hiking meet-ups for GCS families</li> </ul>
Abdominal Strength and Endurance	Curl-ups	<ul style="list-style-type: none"> <li>- Abdominal strength exercises incorporated in daily dance warm-ups in all grades</li> <li>- Curl-ups as assessed in PFT taught to 5<sup>th</sup> grade and up and incorporated in daily dance warm-up</li> <li>- Fifth grade teachers encourage at home practice in months leading up test</li> </ul>
Trunk Extensor Strength and Flexibility	Trunk Lift	<ul style="list-style-type: none"> <li>- Trunk flexibility and strength exercises incorporated in daily dance warm-ups in all grades</li> </ul>
Upper Body Strength and Endurance	Push-ups	<ul style="list-style-type: none"> <li>- Upper body strength exercises incorporated in daily dance warm-ups in all grades</li> <li>- Push-ups as assessed in PFT taught to 5<sup>th</sup> graders and incorporated in daily dance warm-up</li> <li>- Fifth grade teachers encourage at home practice in months leading up test</li> </ul>
Flexibility	Behind the Back Shoulder Stretch	<ul style="list-style-type: none"> <li>- Flexibility exercises incorporated in daily dance warm-ups in all grades</li> <li>- Shoulder stretch as assessed in PFT taught to 5<sup>th</sup> graders and incorporated in daily dance warm-up</li> <li>- Fifth grade teachers encourage at home practice in months leading up test</li> </ul>

❖ Health (Non-Core)

Classroom teachers incorporate health instruction into core content areas during the regular school day. In middle school, standards are covered in advisory, and the 7<sup>th</sup> and 8<sup>th</sup> grade standards are covered in a semester long health class taught in 7<sup>th</sup> grade. Health instruction is planned using the California 2008 Health Education Content Standards (<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>). The Holt curriculum *Decisions for Health* is utilized in the 7<sup>th</sup> grade health course.

Beginning in kindergarten, topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and are built upon at each grade level. Students might learn about nutritional guidelines and the different nutritional values of food while studying needs and wants in social studies (2<sup>nd</sup> grade) or while studying the elements and compounds present in the human body (5<sup>th</sup> grade). Socio emotional well-being and conflict resolution skills are built through the school's character values program and during advisory in middle school. As students who engage in significant physical activity each day, GCS students will also be taught to look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g., risky bicycling, exercising without warming up the body, walking alone or at night. Content also includes the biology of common illnesses and prevention strategies and the ways students can fortify their immune system—nutrition, aerobic exercise, sufficient relaxation and sleep.

Adolescent students, in particular, may find themselves experiencing emotional stress, mood swings, and feelings of isolation or depression. The 7<sup>th</sup> grade Health course examines some of the common factors contributing to these feelings and will study those risk behaviors that may result from not addressing negative feelings. Students are asked to identify risk factors in their own lives and explore coping strategies and resources for obtaining help from adults at school, family members, church leaders, counselors and partnering agencies.

Many students are confronted with decisions regarding sexual behavior during grades 6-8. The GCS curriculum talks about the differences between emotional and physical readiness to engage in sexual activity. Students will learn about sexually transmitted diseases, including HIV/AIDS. The teachers present abstinence as the only completely effective way to avoid pregnancy and sexually transmitted disease but also educate students about safe sex and contraception methods.

Risk-taking and impulsive behavior are also typical of pre-adolescents. GCS also offers a comprehensive drug and alcohol prevention program that includes information on the influences of drugs, addiction risks and impacts and strategies for resisting peer pressure to experiment with and/or to abuse tobacco, drugs and alcohol. Possible speakers are nutritionists, psychologists, doctors, peer mediation coaches, and drug and alcohol counselors.

#### ❖ Technology (Non-Core)

Students use technology to build and enhance communication, research and problem-solving skills, and globally connect the school community with people and information. As noted by the CDE's Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, software-based reference materials offer extensive information and resources. The technology plan for Gabriella Charter School calls for a minimum of a 2:1 student to device ratio in order to ensure that students have access to technology for sufficient amounts of time to allow them both to learn new skills/programs and to apply their knowledge while integrating technology use into all subject areas.

In grades K-2, technology instruction is integrated into subject areas and students will utilize technology in mobile carts that rotate between classes. Students primarily use tablet computers and are taught to use simple presentation applications, to search for basic information and images, and to interact with text in an electronic format through e-book programs. For example, students might create diagrams or figures to demonstrate comprehension of the water cycle and record themselves speaking to accompany the presentation. Students begin working on basic keyboarding skills through the Handwriting Without Tears keyboarding app for i-Pad.

In grades 3-5, teachers will continue to integrate technology use into curriculum. For example, in 3<sup>rd</sup> grade students might record footage of bean plants in different stages of growth and create a video diary explaining the life cycle and structures of a plant. In these grades, technology is also taught at least once a week as a discrete subject. Keyboarding instruction will continue through student use of the Handwriting Without Tears keyboarding program.

For middle grades in particular, GCS recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. Instructional staff at GCS have created technology performance standards for each grade level based on the *CSTA K-12 Computer Science Standards* (<https://csta.acm.org/Curriculum/sub/K12Standards.html>) and on the *Recommended Digital Literacy and Technology Skills to support the California Common Core State Standards* published by the Fresno County Office of Education ([http://commoncore.fcoe.org/files/resources/FCOE\\_TechSkills\\_Flowchart\\_2012.pdf](http://commoncore.fcoe.org/files/resources/FCOE_TechSkills_Flowchart_2012.pdf)). Technology instruction is woven throughout subject areas so that as students move on to high school they will do the following:

- Know how to access pre-selected sites on the Internet and use e-mail as a means of electronic communication.
- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand how to be an ethical user of technology.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.

In order to ensure coverage of technology standards, sixth and eighth grade students will participate in a semester-long daily technology elective to provide opportunities for more focused presentation of technology topics.

#### ❖ Middle School Advisory (Non-Core)

In the sixth through eighth grades, all GCS students will participate in an advisory program that instructs students in three core areas: 1) study skills, 2) character education, and 3) social-emotional learning in a community-based setting.

To instruct students successfully in study skills, GCS will integrate best practices from the acclaimed Advancement via Individual Determination (AVID) program, an in-school curriculum developed to help students in grades six through twelve become prepared for college preparatory programs and higher education. Rather than introducing new content, AVID provides students with supports to better understand, process and integrate content knowledge from core academic areas. Teachers model and explicitly teach organization, time management, note-taking skills, study skills, and critical thinking skills. AVID has an impressive track record of success with minority students, with over 50% of AVID participants nationwide being Latino or Hispanic and many other ethnicities represented in the program. In 2004, 92% of AVID students completed 4-year college entrance requirements, as opposed to 36% of all seniors nationwide (AVID, 2014).

The character development of each middle grades student is fostered through explicit character education that also occurs during the advisory period. Students learn about the five values adopted by GCS (i.e., compassion, creativity, flexibility, integrity, and resilience) and learn how developing defined student actions that correspond to those values can help positively shape their character. The student actions included in the advisory curriculum were compiled from several sources that have demonstrated success with students from all backgrounds, including Costa and Kallick's (2008) Habits of Mind framework.

The final purpose of advisory is to foster students' social-emotional learning that is aligned to their developmental needs. Sixth grade students, for example, focus on setting individual academic and personal goals; seventh graders explore career paths and develop longer-term goals; and eighth graders design individual plans to support their own high school to college pipeline. Students' social-emotional learning will also be addressed by participating in community service projects both during and after school. Examples of projects might include cleaning up the park, starting a community fitness project, developing an intergenerational reading program with younger students and older community members, and more. In performing service-related activities, students are exposed to a variety of issues that affect the lives of their community members. These issues will then be explored more fully during advisory time as part of social-emotional development. The community service activities will also keep students engaged and connected to the school, both of which have been linked to higher attendance and lower dropout rates.

#### ❖ Field Lessons (Non-Core)

In order to provide students with real-life examples and applications of their learning, as well as to expose them to new experiences, resources, and ideas, Gabriella Charter School provides field lesson experiences to students. Field lessons will tie in to content covered in academic or arts classes. Examples might include the local public library (kindergarten study of community helpers), the San Juan Capistrano Mission (4<sup>th</sup> grade social science/history), and UCLA's Royce Hall (dance performance, 3<sup>rd</sup> grade ballet). Staff ensure access to field lessons by utilizing free public transportation and locations with free admission, through

soliciting funding for transportation from organizations such as the Ella Fitzgerald foundation, and by fundraising at school event.

In addition to academic field trips, every GCS student will have at least one opportunity each year to view a professional dance performance. This reinforces standards around artistic appreciation and exposes students to the behavior that is expected of both performers and audience members in preparation for their own year-end performance.

#### ❖ Sample Unit Plan Templates

As discussed throughout the description of the school's instructional program and key beliefs about how instruction and learning best occur, standard unit plan templates have been developed at the GCS campus that incorporate principles of Backwards Planning and Understanding By Design and allow for integrated content. Samples of key unit plan templates are below:

Standard Unit Plan Template

**Gabriella Charter Schools Unit Plan**

<b>Unit Title:</b>	<b>Dates:</b>	<b>Teachers/Grade Level:</b>
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<p><b>Stage 1: Desired Results</b> <i>What will students understand as a result of the unit?</i></p>
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<b>Enduring Understandings:</b>	<b>Essential Questions:</b>	<b>Standards Content Area 1:</b>  <b>Standards Content Area 2 (if applicable):</b>	<b>Skills Content Area 1:</b>  <b>Skills Content Area 2 (if applicable):</b>
<p><b>Vocabulary</b></p> <p><b>From GCS Grade-Level Academic Vocabulary List:</b></p> <p><b>Other Vocabulary:</b></p>			

**Stage 2: Assessment**  
*How will you ensure that students meet unit objectives?*

<b>Performance Task Summary:</b>	<b>Formative Assessments:</b>
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**Stage 3: Learning Progression**  
*What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?*

Dates:	Bend/Topic:	Activities:	Resources /Materials:	Differentiation:

<b>Stage 4: Unit Calendar</b> <i>How will the objectives be sequenced toward desired understandings?</i>
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Monday	Tuesday	Wednesday	Thursday	Friday

Language/Content Block Unit Plan Template

**Gabriella Charter School Unit Plan (Language/Content Block)**

<b>Unit Title:</b>	<b>Dates:</b>	<b>Teachers/Grade Level:</b>
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<b>Stage 1: Desired Results</b> <i>What will students understand as a result of the unit?</i>
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<b>Enduring Understandings:</b>	<b>Essential Questions:</b>	<b>Standards:</b>	<b>Skills:</b>

<b>ELD Enduring Understandings:</b>	<b>ELD Essential Questions:</b>	<b>ELD Standards:</b>  <b>ELA Language Standards:</b>  <b>Other ELA standards:</b>	<b>ELD Skills:</b>  <b>ELA Skills</b>



<b>Science/SS Vocabulary:</b>  <b>From GCS Academic Vocab List:</b>  <b>Other Tier 2:</b>  <b>Tier 3:</b>	<b>ELD Vocabulary and Phrases:</b>	<b>Targeted Response Frames:</b>
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<p align="center"><b>Stage 2: Assessment</b>  <i>How will you ensure that students meet unit objectives?</i></p>
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<b>Performance Task Summary:</b>	<b>Formative Assessments:</b>
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<p align="center"><b>Stage 3: Learning Progression</b>  <i>What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?</i></p>
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Dates:	Bend/Topic:	Activities:	Resources:

### Stage 4: Unit Calendar

*How will the objectives be sequenced toward desired understandings?*

Monday	Tuesday	Wednesday	Thursday	Friday

#### *Innovative Curricular Components*

##### ❖ The Gabriella Dance Program

In the most recent years of public education, arts programs have often been excised due to budget cuts, or excluded to allow for more time for core academic instruction and intervention. Gabriella Charter School, however, has uniquely and consistently offered our students a high-quality arts program, focusing on dance, since its inception in 2005. Our arts programs, coupled with our rigorous academic curricula, have been a driving force for overall student achievement and growth, and stand at the cornerstone of our school's mission.

As described above in the curricular description of our dance program, Gabriella Charter School arts teachers not only teach students in their discipline, but also collaborate with classroom teachers to provide an arts-enhanced education that integrates across the disciplines for maximum impact on student learning. For example, Kindergarteners practice their sounds by transitioning to new centers in the shape of a letter. Our 5<sup>th</sup> graders have illustrated the workings of the digestion system through a student-created "Digestion Dance" that depicting the path of food through each organ. 8<sup>th</sup> grade students solve systems of equations through dancing different phrases of a hip hop sequence and graphing their steps. The consolidation and reinforcement of knowledge is valuable, and the joy students experience practicing these concepts in a unique, creative manner is key to our students' educational experience at GCS.

##### ❖ High Stakeholder Engagement

Any successful school depends on immense amounts of hard work and engagement from multiple stakeholders. Gabriella Charter School will emphasize engaging stakeholders in order to reach the high levels stakeholder investment and contribution achieved at the original GCS site. From faculty, who put in numerous hours and go above and beyond in their duties, to our students, who display our core value of integrity to give their academic and artistic work their best, we understand that we would not have earned the growth and success that we have without the highest levels of engagement from these core groups. Community volunteers and community partnership organizations are also key partners that have contributed immensely to our success, with some volunteers consistently contributing several hours a week each week for a ten-year period.

Parent engagement is also a key success of GCS. During the 2016-2017 school year, GCS tracked engagement hours of parents (consisting of time spent at workshops, parent conferences, administrative meetings, sewing student costumes, and volunteering) and found that parents contributed over 8,000 hours of engagement in their children's education.

With support, dedication, and hard work from all partners, GCS will continue to be able to deliver a high-quality instructional program that creates a family environment on our campus, motivating our students to be their absolute best.

### *Intervention and Enrichment*

Gabriella Charter School employs an RTI (Response to Intervention) model to identify and track the progress of students in need of interventions in reading and math. This model is described in detail elsewhere in this element, under **Meeting the Needs of All Students**. The frequency and length of interventions is determined based on RTI tier, and intervention occurs both during and before/after school.

The specific curriculum used for Reading Intervention across all grade levels is the LLI (Leveled Literacy Intervention) System developed by Fountas & Pinnell. This system is particularly appropriate as it is aligned with the internal reading assessment (the Fountas & Pinnell Benchmark System) used by the school. Reading Intervention systems are conducted small group or one-on-one (for the neediest students) and consist of guided reading of a high-interest book at the student's instructional reading level. Lesson plans incorporate word analysis skills, fluency, comprehension, and writing about reading, and teachers select areas for focus based on student need. Frequent built-in formative assessments allow the frequent monitoring necessary for the Response to Intervention program, particularly for the neediest tier of students.

In math, the iReady online system (described under math instructional program) or a similar program incorporating assessment, customized learning, and student data analysis will be used to facilitate intervention. Using the results of iReady assessments, teachers are able to form groups (often of mixed grade levels) based on deficits in numeracy skills. Intervention students are able to access online iReady lessons targeted to their specific needs, and staff members teaching intervention sessions also teach in-person lessons based on the standards identified as a common need.

Intervention will also be provided for EL students not making adequate progress in English; this is described elsewhere in this Element under **Meeting the Needs of All Students**.

In line with our vision of providing multiple opportunities for students to demonstrate excellence and experience success, Gabriella Charter School offers a wide variety of enrichment opportunities outside the regular school day, which it expects to continue pending the availability of funds. For example, students who excel in dance have the opportunity to participate in GCS Company Kids, a performing dance troupe that will appear at arts and community events and strengthen the school's connection with the surrounding community. Middle School students may serve as classroom representatives or officers for GCS's student government, which organizes social and community service events for the student body and communicates student perspectives to GCS leadership. Students interested in vocal music can participate in an after school choir and glee club. Eighth grade students who excel in math and wish to prepare for advanced high school coursework are able to enroll in an afterschool Algebra course. Additionally, GCS currently offers a comprehensive After School program offering enrichment courses such as gardening and team sports in addition to homework assistance.

### Curricular and Instructional Materials

Curriculum and instructional materials to be used at Gabriella Charter School for each subject are described in the Curriculum and Instruction sections above. Materials for each grade level are summarized in the chart below.

Grade	ELA	Math	Science/Health	History Social Science (HSS)	ELD
<b>TK/K – 2<sup>nd</sup></b>	<p>Readers Workshop and Writers Workshop <i>Units of Study</i> (Heinemann)</p> <p>Fountas &amp; Pinnell <i>Phonics Lessons</i> (Heinemann) and <i>Explode the Code</i> materials (EPS).</p> <p><i>Words Their Way</i> Word Study Program (Pearson)</p> <p>LLI (Leveled Literacy Intervention) System (Heinemann)</p>	<p>Singapore Math: <i>Primary Mathematics, Common Core Edition</i></p> <p>iReady online math program (or equivalent program)</p> <p><i>Contexts for Learning</i> Kits by Catharine Twomey Fosnot</p>	<p>Amplify Science NGSS-designed curriculum</p> <p><i>Note: Science curriculum adoption is occurring during the 2017-2018 school year; Amplify Science is the most likely curriculum to be chosen</i></p>	<p>Scope and sequence, curricular materials, and assessments created by GCS instructional staff, designed to be taught during integrated HSS-literacy instruction</p> <p>Houghton Mifflin</p>	<p>Scope and sequence, curricular materials, and assessments created by GCS instructional staff, designed to integrate with Social Studies and/or Science Units</p>
<b>3<sup>rd</sup> – 5<sup>th</sup></b>	<p>Readers Workshop and Writers Workshop <i>Units of Study</i> (Heinemann)</p> <p><i>Words Their Way</i> Word Study Program (Pearson)</p> <p>LLI (Leveled Literacy Intervention) System (Heinemann)</p>	<p>Singapore Math: <i>Primary Mathematics, Common Core Edition</i></p> <p>iReady online math program (or equivalent program)</p>	<p>Amplify Science NGSS-designed curriculum</p> <p><i>See note above re: science adoption</i></p>	<p>Scope and Sequence, curricular materials, and assessments created by GCS instructional staff, designed to be taught during integrated HSS-literacy instruction</p> <p>Houghton Mifflin</p>	<p>Scope and Sequence, curricular materials, and assessments created by GCS instruction staff, designed to integrate with Social Studies and/or Science Units</p>

Grade	ELA	Math	Science/Health	History Social Science (HSS)	ELD
6 <sup>th</sup> – 8 <sup>th</sup>	Readers Workshop and Writers Workshop Units of Study (Heinemann)  LLI (Leveled Literacy Interention) System (Heinemann)	College Preparatory Mathematics (CPM)	Amplify Science NGSS-designed curriculum <i>See note above re: science adoption</i>  Decisions for Health (Holt)	History Alive! (TCi)	English 3D (Scholastic)

Gabriella Charter School may choose to implement new curricula in response to stakeholder input, as a result of changing student needs, or as a result of changes in state standards, assessments or other requirements. New curricular adoptions will be chosen by school leaders, relying heavily on the input of teachers, and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with the targeted student population and utilize up to date information on teaching, learning, and brain functions. Curricular materials are also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made with some of the following considerations in mind; ultimately, curriculum will be selected in order to best meet the needs of GCS students while moving the school towards its academic goals.

1. Are the curricular materials aligned to the current California standards?
2. Is interactive learning promoted and is the child's construction of knowledge encouraged?
3. Does it facilitate integration of content across traditional subject matter areas?
4. Does it allow significant opportunity for both teacher and student choice?
5. Is differentiation and scaffolding (e.g., suggested adaptations or alternate materials for ELs, SPED, struggling students) built in to the program?
6. Do lessons, student materials, and any included assessments span all Depth of Knowledge (DOK) levels?
7. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
10. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
11. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
12. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision-making?

### *Instructional Methods and Strategies*

Gabriella Charter School will hire skilled, dedicated teachers who share the school's mission and vision and allow them a significant amount of flexibility in selection of instructional methods and strategies. Likewise, although many subjects have an adopted commercial curriculum, teachers have significant freedom and control of their own supply budgets designed to allow them to select instructional materials that best meet the changing needs of their students. Some instructional methods and strategies, however, will be common to all GCS classrooms, and the school will devote time for vertical articulation to ensure that key instructional techniques *do* have consistency, so that student mental energy is not wasted on relearning entirely new routines and systems.

Key things that would be observed in any GCS classrooms would be:

- Consistent integration of movement into lessons
- Structured interaction between students and oral language practice
- Frequent opportunities for and structures for peer feedback. Students at all grades use a similar “glows/grows” feedback process and consistent language for feedback (e.g., “I thought the strongest point you made was \_\_\_\_, It would have been nice to see more \_\_\_\_.”) at multiple points during the instructional day, such as the Writer’s Workshop author’s chair, end of class share time in choreography and art class, in peer revising partnerships, and following oral presentations in any subject.
- Writing, reading, listening, and speaking in every content area
- Small group and one on one instruction
- Students working independently, having explicitly learned self-monitoring strategies and practiced independent work to build stamina

### *Implementation and Mastery of State Standards*

Gabriella Charter School will use the currently adopted California state standards as the primary guiding force of instruction. While adopted curricula may have their own scopes and sequence, all instructional planning and assessment creation begins with the standards. Common Core State Standards in ELA, math, and ELD have been fully implemented at GCS for 4 years (3 for ELD), and the school is in the second year of a three-year roll out plan for Next Generation Science Standards.

Instructional leaders employed at GCS will have extensive training in Common Core standards implementation, and will ensure, through review of plans, observation, and review of data, that instruction and assessment are aligned to outcomes indicated by Common Core assessments.

Externally developed assessments used at GCS, such as the Fountas & Pinnell Leveled Reading Assessment and the iReady online math program assessment component, will be that align well with Common Core standards and have a predictive value/correlation with the CAASPP/Smarter Balanced assessments,

### *Technology Program*

The original GCS site has taken many steps to ensure that students are prepared for the technology and word-processing demands of the Smarter Balanced assessment. These will be continued at Gabriella Charter School

- GCS maintains at a minimum a 2:1 Student to Device ratio, allowing sufficient student time on devices for specific learning of technology skills, development of keyboarding skills, and the meaningful use of technology as a tool for learning and demonstrating knowledge.
- Formal technology course in 6<sup>th</sup> and 8<sup>th</sup> grades (4 x/week)
- Keyboarding skills practiced beginning in 1<sup>st</sup> grade (Using the Handwriting without Tears Keyboarding Program in 1<sup>st</sup> – 5<sup>th</sup> grade, as part of technology course in 6<sup>th</sup> and 8<sup>th</sup> grades)
- Mechanical/word-processing skills (e.g., highlighting, indenting, editing text) needed during exams folded into technology scope and sequence
- Students in grades K-5 publish at least one writing project/trimester using technology/word-processing; students in grades 5-8 publish all writing projects electronically
- Use of other computerized benchmark and interim assessment (e.g., iReady math program assessment component, teacher created online assessments created through the school's Illuminate system)
- Students given practice reading and annotating text on devices, using products such as Reading A to Z Kids and NewsELA

### *Transitional Kindergarten*

In accordance with state law, Gabriella Charter School offers TK-eligible students whose birthdates fall in the appropriate age range each year a 2-year kindergarten program including a full year of transitional kindergarten. Should state law regarding implementation of TK change, GCS will reevaluate the TK program it offers in light of these changes.

Transitional kindergarten students will be integrated into the school's kindergarten classrooms, and will be clustered appropriately within them in order to facilitate the provision of differentiated instruction, learning activities, and assessment. Professional development plans for kindergarten teachers will include training in providing a developmentally appropriate curriculum for TK students.

While transitional kindergarten students will receive instruction in all kindergarten subject areas, including ELD for EL students, the school has identified key skill areas (listed below) within and supplemental to the kindergarten standards which will serve as the focus for TK students and guide classroom teachers in modifying instruction. These benchmark skills will also be the areas in which TK students are assessed and for which they receive scores on trimester report cards. Students will also be assessed in ELD (based on kindergarten ELD standards at the appropriate level) and dance.

<i>Transitional Kindergarten Benchmark Skills</i>
<b>LANGUAGE AND LITERACY</b>
<b>A. Foundational Skills</b>
Recognizes all uppercase and lowercase letters
Knows all letter sounds
Understands concepts of print
<b>B. Writing</b>
Properly writes name
Properly writes all uppercase and lowercase letters
Draws detailed pictures and tells a related story about the pictures
<b>C. Reading Comprehension</b>
Answers questions relating to a story
Retells familiar stories in order
<b>D. Listening and Speaking</b>
Speaks clearly to be understood by others
Asks and responds appropriately to questions
Produces and expands upon thoughts with complete sentences
<b>MATHEMATICS</b>
<b>A. Counting and Cardinality</b>
Orally counts to 20
Counts with one to one correspondence
Writes numbers to 10
<b>B. Operations</b>
Demonstrates understanding of addition and subtraction concepts
Expresses mathematical reasoning and abstract thinking
<b>C. Measurement and Data</b>
Demonstrates concept of time and days of the week
Compares objects by size, height, and length
<b>D. Geometry</b>
Names primary shapes and describes their characteristics
<b>SOCIAL BENCHMARKS</b>
<b>A. Communication</b>
Asks for help when needed
Communicates effectively and shares likes/dislikes
<b>B. Group Cooperation and Interpersonal Skills</b>
Abides by group rules
Able to share with others
Participates in group activities
Attempts to resolve conflicts constructively
<b>C. Listening Skills</b>
Follows directions from adults
Listens attentively to peers
Receives input from others
<b>D. Responsibility</b>
Accepts ownership of behavior and choices
Understands consequences



<b>E. Participation</b>
Desires to interact with peers and adults
Has positive interactions with peers
<b>F. Stages of Play</b>
Seeks friends with whom to play and leads cooperative experiences
Engages in projects and games
Plays with a common purpose
<b>EMOTIONAL BENCHMARKS</b>
<b>A. Emotions/Feelings</b>
Names feelings and expresses them appropriately
Regulates feelings and behavior
Labels and compares feelings
Offers verbal comfort and support to others
<b>B. Behavior</b>
Understands and follows classroom and school rules
<b>C. Self-Control and Regulation</b>
Can handle redirection from adults
Handles disappointment appropriately
Calms himself/herself down when upset
<b>D. Independence</b>
Shows an “I can” attitude
Takes care of personal needs
Exhibits curiosity, creativity, and self-direction
<b>PHYSICAL BENCHMARKS</b>
<b>A. Fine Motor Skills</b>
Holds writing utensils appropriately and uses correct amount of pressure when writing
Cuts shapes, objects, and lines easily with scissors
Squeezes, pinches, buttons, zips, and snaps
<b>B. Gross Motor Skills</b>
Has overall coordination of his/her body
Walks, runs, hops, and jumps while maintaining balance

#### Academic Calendar and Schedules

##### *School-Year Calendar*

The Charter School’s calendar is based on 183 instructional days and includes a weekly (Thursday) early release day with 2 hours set aside for staff professional development and collaboration time. Minimum days (12:30 dismissal) are also included in the schedule to allow for additional teacher work time (end of trimester) and for parent-teacher conferences. The figure below shows the 2018-2019 school year calendar.

# GABRIELLA CHARTER SCHOOL | 2018-2019 CALENDAR (183 Instructional Days)

Note all Thursdays, except where designated mini days, are early release (1:30)

JULY 2018						
S	M	T	W	Th	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					

Winter Break: 12/24 – 1/4
T2 Collaboration Mini Day: 1/18
MLK Day: 1/21
Instructional Days: 18

JANUARY 2019						
S	M	T	W	Th	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		

AUGUST 2018						
S	M	T	W	Th	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	

PD Days: 8/6 – 8/10
T1 Begins: 8/15
Mini-Days: 8/15-8/18
Instructional Days: 13

T2 Pupil Free Day (PD): 2/1
President’s Day: 2/18
Instructional Days: 18

FEBRUARY 2019						
S	M	T	W	Th	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		

SEPTEMBER 2018						
S	M	T	W	Th	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						

Labor Day: 9/3
Instructional Days: 19

T2 Ends: 3/1 (Mini Day)
T2 Conferences (Mini Day): 3/14 – 3/15
Spring Break: 3/18 – 3/22
Instructional Days: 16

MARCH 2019						
S	M	T	W	Th	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						

OCTOBER 2018						
S	M	T	W	Th	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			

T1 Pupil Free Day (PD): 10/1
T1 Collaboration Mini Day: 10/12
Instructional Days: 22

Cesar Chavez Day (obs): 4/1
April Break: 4/19
T3 Pupil Free Day (PD): 4/22
Instructional Days: 19

APRIL 2019						
S	M	T	W	Th	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				

NOVEMBER 2018						
S	M	T	W	Th	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	

T1 Ends: Nov 9 (Mini Day)
Veteran’s Day: November 12
Thanksgiving Holiday: 11/19 – 11/23
T1 Conferences: 11/28 – 11/30 (Mini Days)
Instructional Days: 16

T3 Collaboration Mini Day: 5/10
Memorial Day: 5/27
Instructional Days: 22

MAY 2019						
S	M	T	W	Th	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	

DECEMBER 2018						
S	M	T	W	Th	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					

Winter Break: 12/24 -1/4
Instructional Days: 15

T3 Ends: 6/7 (Mini Day)
Teacher Work Day: 6/10 (PD)
Instructional Days: 5

JUNE 2019						
S	M	T	W	Th	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						

### *Sample Daily Schedules*

The following tables present sample daily schedules. Final schedules will be determined based on certain contingencies (e.g., specific configuration of our school facility and staff schedules). However, the subjects taught and overall instructional minutes will remain the same, and distribution of instructional minutes by subject substantially the same.

Time blocks for designated ELD for EL students are indicated on grade level schedules. While the expectation is that integrated ELD occurs *throughout the day*, GCS has expectations that certain ELD standards that are particularly appropriate for an integrated ELD setting (e.g. standards around presenting and producing longer writing pieces) are explicitly taught and assessed in certain time blocks. For example, teachers are expected to cover ELD standard I.C.9 (Presenting) within social studies or science, and to cover ELD standard 1.C.10 (Composing/Writing) during writing workshop.

For each grade level span, an explanation is provided regarding specific times that Tier 2 and Tier 3 interventions are provided to students participating in the Charter School's Response to Intervention program. The intervention schedule looks different for every child, depending on the specific interventions needed and the family's ability to participate in before/after school intervention sessions. More detailed information about interventions is provided under *Meeting the Needs of All Students*.

#### ❖ Sample TK-K-Daily Schedule, Regular Day (MTWF)

<b>Time</b>	<b>Minutes</b>	<b>Subject/Class</b>
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 9:00	45	ELA: Foundational Skills
9:00 – 9:45	45	Readers Workshop (ELA standards)
9:45 – 10:00		Recess
10:00 – 10:15	15	Math Meeting <i>Counting and Calendar Skills, Spiral Review of Concepts</i>
10:15 – 10:55	40	Language/Content Centers (includes Designated ELD) <i>*Small group language instruction, utilizing ELA language and ELD standards as appropriate, and incorporating social studies and science content</i>
10:55 – 11:35	40	Art (M), Music (T), Social Studies/Science Time (W, F)
11:35 – 12:10		Lunch
12:10 – 1:00	50	Math
1:00 – 2:00	60	Dance
2:00 – 2:15		Snack/Break
2:00/2:15 – 3:00	45	Writer's Workshop <i>Covers California Common Core state standards in Writing, Language, Foundational Skills, and Speaking/Listening</i>
3:00 – 3:20	20	ELA Centers/Technology <i>Independent centers based on student need and incorporating technology</i>

<b>Time</b>	<b>Minutes</b>	<b>Subject/Class</b>
3:20 – 3:30	10	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>
<b>Total Instructional Minutes</b>	385	

❖ Sample TK-K Daily Schedule, Shortened Day (Thursday)

<b>Time</b>	<b>Minutes</b>	<b>Subject/Class</b>
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 9:00	45	ELA: Foundational Skills
9:00 – 9:45	45	Readers Workshop (ELA standards)
9:45 – 10:00		Recess
10:00 – 10:15	15	Math Meeting <i>Counting and Calendar Skills, Spiral Review of Concepts</i>
10:15 – 11:05	50	Math
11:05 – 11:35	30	Physical Education
11:35 – 12:10		Lunch
12:10 – 12:20	10	Read Aloud
12:20 – 12:45	20	Afternoon Meeting <i>Community Building and Problem Solving Skills</i>
12:45 – 1:30	45	Dance
<b>Total Instructional Minutes</b>	280	

❖ Sample TK/K Daily Schedule, Minimum Day Schedule

<b>Time</b>	<b>Minutes</b>	<b>Subject/Class</b>
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 9:00	45	ELA: Foundational Skills
9:00 – 9:45	45	Readers Workshop (ELA standards)
9:45 – 10:00		Recess
10:00 – 10:15	15	Math Meeting <i>Counting and Calendar Skills, Spiral Review of Concepts</i>
10:15 – 11:05	50	Math
11:05 – 11:35		Lunch
11:35 – 11:45	10	Afternoon Meeting <i>Community Building and Problem Solving Skills</i>
11:45 – 12:30	45	Dance
<b>Total Instructional Minutes</b>	225	

❖ Sample First Grade Daily Schedule, Regular Day (MTWF)

Time	Minutes	Subject/Class
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 9:00	45	ELA: Foundational Skills
9:00 – 9:45	45	Readers Workshop (ELA standards)
9:45 – 10:00		Recess
10:00 – 10:15	15	Math Meeting <i>Counting and Calendar Skills, Spiral Review of Concepts</i>
10:15 – 10:55	40	Language/Content Centers (includes Designated ELD) <i>*Small group language instruction, utilizing ELA language and ELD standards as appropriate, and incorporating social studies and science content</i>
10:55 – 11:35	40	Art (M), Music (T), Social Studies/Science Time (W, F)
11:35 – 12:10		Lunch
12:10 – 1:00	50	Math
1:00 – 2:00	60	Dance
2:00– 3:00	45	Writer’s Workshop <i>Covers California Common Core state standards in Writing, Language, Foundational Skills, and Speaking/Listening</i>
3:00 – 3:20	20	ELA Centers/Technology <i>Independent centers based on student need and incorporating technology</i>
3:20 – 3:30	10	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>
<b>Total Instructional Minutes</b>	400	

❖ First Grade Daily Schedule, Shortened Day (Thursday)

Time	Minutes	Subject/Class
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 9:00	45	ELA: Foundational Skills
9:00 – 9:45	45	Readers Workshop (ELA standards)
9:45 – 10:00		Recess
10:00 – 10:15	15	Math Meeting <i>Counting and Calendar Skills, Spiral Review of Concepts</i>
10:15 – 11:05	50	Math
11:05 – 11:35	30	Physical Education
11:35 – 12:10		Lunch
12:10 – 12:20	10	Read Aloud
12:20 – 12:45	20	Afternoon Meeting <i>Community Building and Problem Solving Skills</i>
12:45 – 1:30	45	Dance
<b>Total Instructional Minutes</b>	280	

❖ Sample TK/K Daily Schedule, Minimum Day Schedule

Time	Minutes	Subject/Class
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 9:00	45	ELA: Foundational Skills
9:00 – 9:45	45	Readers Workshop (ELA standards)
9:45 – 10:00		Recess
10:00 – 10:15	15	Math Meeting <i>Counting and Calendar Skills, Spiral Review of Concepts</i>
10:15 – 11:05	50	Math
11:05 – 11:35		Lunch
11:35 – 11:45	10	Afternoon Meeting <i>Community Building and Problem Solving Skills</i>
11:45 – 12:30	45	Dance
<b>Total Instructional Minutes</b>	225	

In TK/K and 1<sup>st</sup> grades, due to students’ developmental levels and stamina, Tier 2 and Tier 3 academic intervention is most often provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during the afternoon ELA/technology centers block, during Math Meeting, or during Reader’s Workshop. Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or afterschool on Thursdays (1:35 – 2:05).

❖ Sample 2<sup>nd</sup>/3rd Grade Daily Schedule, Regular Day (MTWF)

Time	Minutes	Subject/Class
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 8:50	35	ELA: Foundational Skills & Language Standards
8:50 – 9:45	55	Readers Workshop (ELA standards)
9:45 – 10:00	15	Math Meeting <i>Counting and Computational Skills, Spiral Review of Concepts, Mental Math</i>
10:00 – 10:15	15	Recess
10:15 – 11:00	45	Art (M), Music (T), Technology (W) Extended Social Studies/Science Time (F)
11:00 – 11:50	50	Science/Social Studies Block (with integrated ELA and ELD standards)
11:50 – 12:30	40	Math
12:30 – 1:00		Lunch
1:00 – 1:30	30	Differentiation Block, (Including Designated ELD instruction) <i>Reading and Math Tier 2 intervention groups, ELD Instruction</i>
1:30 – 2:30	60	Dance

Time	Minutes	Subject/Class
2:30 – 3:20	50	Writer's Workshop <i>Covers California Common Core state standards in Writing, Language, Foundational Skills, and Speaking/Listening</i>
3:20 – 3:30	10	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>
<b>Total Instructional Minutes</b>	405	

❖ Sample 2<sup>nd</sup>/3<sup>rd</sup> Grade Daily Schedule, Shortened Day (Thursday)

Time	Minutes	Subject/Class
8:00 – 8:10	10	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:10 – 8:40	30	ELA: Foundational Skills & Language Standards
8:40 – 9:30	50	Readers Workshop (ELA standards)
9:30 – 10:00	30	Physical Education
10:00 – 10:15	15	Recess
10:15 – 11:00	45	Dance
11:00 – 12:00	60	Math
12:00 – 12:30	30	Writer's Workshop
12:30 – 1:00		Lunch
1:00 – 1:20	20	Writer's Workshop
1:20 – 1:30	10	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>
<b>Total Instructional Minutes</b>	<b>285</b>	

❖ Sample 2<sup>nd</sup>/3<sup>rd</sup> Grade Daily Schedule, Minimum Day

Time	Minutes	Subject/Class
8:00 – 8:10	10	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:10 – 8:40	30	ELA: Foundational Skills & Language Standards
8:40 – 9:30	50	Readers Workshop (ELA standards)
9:30 – 10:00	30	Math
10:00 – 10:15	15	Recess
10:15 – 11:00	45	Dance
11:00 – 11:50	50	Math
11:50 – 12:00	10	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>
12:00 – 12:30		Lunch
<b>Total Instructional Minutes</b>	<b>225</b>	

In 2<sup>nd</sup> and 3<sup>rd</sup> grades, Tier 2 and Tier 3 academic interventions may be provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during Math Meeting, during Reader's Workshop, or during Differentiation Block. Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or in 30 or 60 minute time blocks after school (3:35 – 4:05 or 3:35 – 4:35 MTWF/ 1:35 – 2:05 or 1:35 – 2:35 Th).

❖ *Sample 4<sup>th</sup>/5<sup>th</sup> Daily Schedule, Regular Day (MTWF)*

<b>Time</b>	<b>Minutes</b>	<b>Subject/Class</b>
8:00 – 8:15	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
8:15 – 8:45	30	Differentiation Block, (Including Designated ELD instruction) <i>Reading and Math Tier 2 intervention groups, ELD Instruction</i>
8:45– 9:30	45	Science with integrated ELA/ELD standards (MF), Art (T), Music (W)
9:30 – 10:00	30	Science with Integrated ELA/ELD standards (TW), Math (MF)
10:00 – 10:30	30	Math
10:30 – 10:45		Recess
10:45 – 11:30	45	Math
11:30 – 12:15	45	Reading /Social Science Block
12:15 – 12:45		Lunch
12:45 – 1:30	45	Reading/Social Science Block
1:30 – 2:20	50	Writer's Workshop
2:20 – 2:30	10	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>
2:30 – 3:30	60	Dance
<b>Total Instructional Minutes</b>	405	

❖ *Sample 4<sup>th</sup>/5<sup>th</sup> Daily Schedule, Shortened Day (Thursday)*

<b>Time</b>	<b>Minutes</b>	<b>Subject/Class</b>
8:00 – 8:45	45	Dance
8:45 – 9:00	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
9:00 – 10:10	70	Math
10:10 – 10:30	20	ELA/Social Science Block
10:30 – 10:45		Recess
10:45 – 11:30	45	ELA/Social Science Block
11:30 – 12:00	30	Physical Education
12:00 – 12:30		Lunch
12:30 – 1:15	45	Writer's Workshop
1:15 – 1:30	15	Afternoon Meeting <i>Community Building Activities and Problem Solving Skills</i>



Time	Minutes	Subject/Class
<b>**1:00 – 1:30</b>		<i>Designated ELD Instruction for EL Students**</i>
<b>Total Instructional Minutes</b>	<b>285</b>	

❖ Sample 4<sup>th</sup>/5<sup>th</sup> Daily Schedule, Minimum Day

Time	Minutes	Subject/Class
8:00 – 8:45	45	Dance
8:45 – 9:00	15	Homeroom / Morning Meeting <i>Community Building and Problem Solving Skills</i>
9:00 – 10:00	60	Math
10:00 – 10:30	30	ELA/Social Science Block
10:30 – 10:45		Recess
10:45 – 11:15	30	ELA/Social Science Block
11:15 – 12:00	45	Writer's Workshop
12:00 – 12:30		Lunch
<b>Total Instructional Minutes</b>	<b>225</b>	

In 4th and 5th grades, Tier 2 and Tier 3 academic interventions may be provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during Math Meeting or Reader's Workshop. Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or in 30 or 60 minute time blocks after school (3:35 – 4:05 or 3:35 – 4:35 MTWF/ 1:35 – 2:05 or 1:35 – 2:35 Th).

❖ Middle Grades Scheduling Overview

*Scheduling:* In middle grades, GCS students will receive one core block of 120 minutes integrated instruction in language arts and social sciences (Humanities course). Students will also have 60 minutes of math instruction and 60 minutes of science instruction. The rigor of the math and science content in the middle grades demands that both are taught as discrete subjects; however the back-to-back scheduling of these two subjects will allow teachers to design, when applicable, projects that integrate math and science standards. When possible, we will group the math and science courses together to allow for flexible scheduling (e.g., extending the science period one day to allow for a longer lab). Math and science teachers will employ planning time, during weekly grade level/subject area meetings, to identify potential opportunities for math/science integration and to coordinate the sequence of skills taught (e.g. teaching a mathematics concept in the math period prior to using it in a formula in science).

The length of these instructional blocks will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction and instruction targeted for English language learners outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

An integrated curriculum will help students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts in art, etc. -- experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school (Aschbacher, 1991). These findings apply equally to schools with high poverty populations. (Mertens and Flowers, 2003.)

*Advisory:* It is well documented that coordinated instruction in life and study skills, character education, goal-setting, and college preparation are imperatives in schools that successfully increase the academic achievement of at-risk youth. To that end, the National Association of Secondary School Principals (2006) identified advisory as a cornerstone of a successful academic program in middle school, arguing for the implementation of a consistent, comprehensive curriculum that ensures that “each student has frequent and meaningful opportunities to meet with an adult to plan and assess the student’s academic, personal, and social development” (NASSP, 2006). Implementing programs such as AVID, a college prep and tutoring program implemented in school districts across the country, have resulted in high levels of college attendance and high college GPAs among participants (Guthrie & Guthrie, 2000). Citizen Schools, an after school program operating in urban middle schools nationwide, has also demonstrated academic gains among high-risk middle school students (Pearson, Vile, & Reisner, 2008). For many disadvantaged students whose parents did not attend college or graduate high school, developing critical life habits and study skills at an early age is arguably just as important as ensuring a student masters a particular academic objective. As such, advisory plays a crucial role in building student confidence, establishing positive peer and adult relationships, and enforcing the concept of college as a realistic goal.

To promote both academic and personal success in the middle grades, students will participate in a 30-minute advisory period four days each week in their homeroom class. This period has several benefits: it allows each cohort of students to form a close relationship with one teacher at their grade level, it provides parents one main point of contact to discuss their child’s progress, and it establishes a setting in which to implement an advisory curriculum. The goal of the advisory curriculum is to advance the program goals of GCS and to promote health standards as indicated in the California Health Framework, including:

- 1) Learning how to access valid information about their development;
- 2) Developing appropriate interpersonal communication skills to use with both adults and peers;
- 3) Applying decision-making processes to developmental choices; and
- 4) Setting and working toward SMART goals for both academic and interpersonal aspirations.

*Intervention in Middle Grades:* In 6<sup>th</sup>-8<sup>th</sup> grades, Tier 2 and Tier 3 academic interventions may be provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during Reading Block or during Art/Technology (students are scheduled in a way that ensures at least 4 hours of arts instruction/week).

❖ Sample 6th Grade Schedule, Regular Day (MTWF)

<b>Time</b>	<b>Minutes</b>	<b>Group A</b>	<b>Group B</b>
8:00 – 8:30	30	Reading Block or ELD	Reading Block or ELD
8:30 – 9:30	60	6 <sup>th</sup> Grade Humanities (Language Arts/World History-Ancient Times)	6 <sup>th</sup> Grade Math
9:30 – 9:45		Recess	Recess
9:45 – 10:30	45	Technology (1 <sup>st</sup> Sem.) / Art (2 <sup>nd</sup> Sem.)	Art (1 <sup>st</sup> Sem.) / Technology (2 <sup>nd</sup> Sem.)
10:30 – 11:30	60	6 <sup>th</sup> Grade Humanities (Language Arts/World History-Ancient Times)	6 <sup>th</sup> Grade Science
11:30 – 12:00	30	Advisory	Advisory
12:00 – 12:30		Lunch	Lunch
12:30 – 1:30	60	6 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade Humanities (Language Arts/World History-Ancient Times)
1:30 – 2:30	60	6 <sup>th</sup> Grade Science	
2:30 – 3:30	60	Dance (Modern, Contemporary, or Choreography)	Dance (Modern, Contemporary, or Choreography)
<b>Total Instructional Minutes</b>	<b>405</b>		

❖ Sample 6<sup>th</sup> Grade Schedule, Shortened Day (Thursday)

<b>Time</b>	<b>Minutes</b>	<b>Group A</b>	<b>Group B</b>
8:00 – 8:45	45	Physical Education	Physical Education
8:45 – 10:15	45	6 <sup>th</sup> Grade Humanities (Language Arts / World History-Ancient Times)	Dance (Modern, Contemporary, or Choreography)
	45		6 <sup>th</sup> Grade Math
10:15 – 11:00	45	Dance (Modern, Contemporary, or Choreography)	6 <sup>th</sup> Grade Science
11:00 – 11:45	45	6 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade Humanities (Language Arts/World History- Ancient Times)
11:45 – 12:30	45	6 <sup>th</sup> Grade Science	
12:30 – 1:00		Lunch	Lunch
1:00 – 1:30	30	Reading Block or ELD	Reading Block or ELD
<b>Total Instructional Minutes</b>	<b>300</b>		

❖ Sample 6<sup>th</sup> Grade Schedule, Mini Day

Time	Minutes	Group A	Group B
8:00 – 8:45	45	Dance	Dance
8:45 – 10:15	45	6 <sup>th</sup> Grade Humanities (Language Arts / World History-Ancient Times)	6 <sup>th</sup> Grade Science
	45		6 <sup>th</sup> Grade Math
10:15 – 11:00	45	6 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade Humanities (Language Arts/World History- Ancient Times)
11:00 – 11:45	45	6 <sup>th</sup> Grade Science	
11:45 – 12:15		Lunch	Lunch
12:15 – 12:30		Pack up/Dismissal	Pack up/Dismissal
<b>Total Instructional Minutes</b>	<b>225</b>		

❖ Sample 7<sup>th</sup> Grade Schedule, Regular Day (MTWF)

Time	Total Minutes	Group A	Group B
8:00 – 8:30	30	Reading Block or ELD	Reading Block or ELD
8:30 – 9:30	60	Dance (Hip Hop, Contemporary, or Choreography)	Dance (Hip Hop, Contemporary, or Choreography)
9:30 – 9:45		Recess	Recess
9:45 – 11:45	60	7 <sup>th</sup> Grade Humanities (Language Arts / World History-Medieval Times)	7 <sup>th</sup> Grade Math
	60		7 <sup>th</sup> Grade Science
11:45 – 12:15	30	Advisory	Advisory
12:15 – 12:45		Lunch	Lunch
12:45 – 1:30	45	Art (1 <sup>st</sup> Sem.) / Health (2 <sup>nd</sup> Sem.)	Health (1 <sup>st</sup> Sem.) / Art (2 <sup>nd</sup> Sem.)
1:30 – 2:30	60	7 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Humanities (Language Arts / World History-Medieval Times)
2:30 – 3:30	60	7 <sup>th</sup> Grade Science	
<b>Total Instructional Minutes</b>	<b>405</b>		

❖ Sample 7<sup>th</sup> Grade Schedule, Shortened Day (Thursday)

<b>Time</b>	<b>Minutes</b>	<b>Group A</b>	<b>Group B</b>
8:00 – 8:45	45	Physical Education	Physical Education
8:45 – 9:30	45	7 <sup>th</sup> Grade Humanities (Language-Arts / World History – Medieval Times)	7 <sup>th</sup> Grade Science
9:30 – 10:15	45	7 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Humanities (Language- Arts / World History – Medieval Times)
10:15 – 11:00	45	Dance (Modern, Contemporary, or Choreography)	7 <sup>th</sup> Grade Math
11:00 – 11:45	45	7 <sup>th</sup> Grade Humanities (Language-Arts / World History – Medieval Times)	Dance (Modern, Contemporary, or Choreography)
11:45 – 12:15		Lunch	Lunch
12:15 – 11:00	45	7 <sup>th</sup> Grade Science	7 <sup>th</sup> Grade Humanities (Language- Arts / World History – Medieval Times)
1:00 – 1:30	30	Reading Block or ELD	Reading Block or ELD
<b>Total Instructional Minutes</b>	<b>300</b>		

❖ Sample 7<sup>th</sup> Grade Schedule, Minimum Day

<b>Time</b>	<b>Minutes</b>	<b>Group A</b>	<b>Group B</b>
8:00 – 8:45	45	7 <sup>th</sup> Grade Humanities (Language-Arts / World History – Medieval Times)	7 <sup>th</sup> Grade Math
8:45 – 9:30	45		7 <sup>th</sup> Grade Science
9:30 – 10:15	45	7 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Humanities (Language- Arts / World History – Medieval Times)
10:15 – 11:00	45	7 <sup>th</sup> Grade Science	
11:00 – 11:45	45	Dance (Modern, Contemporary, or Choreography)	Dance (Modern, Contemporary, or Choreography)
11:45 – 12:15		Lunch	Lunch
12:15 – 12:30		Pack up/Dismissal	Pack up/Dismissal
<b>Total Instructional Minutes</b>	<b>225</b>		

❖ Sample 8th Grade Schedule, Regular Day (MTWF)

Time	Minutes	Group A	Group B
8:00 – 8:30	30	Reading Block or ELD	Reading Block or ELD
8:30 – 9:30	60	8 <sup>th</sup> Grade Humanities (Language Arts / US History)	8 <sup>th</sup> Grade Math
9:30 – 9:45		Recess	Recess
9:45 – 10:45	60	8 <sup>th</sup> Grade Humanities (Language Arts/US History)	8 <sup>th</sup> Grade Science
10:45 – 11:30	45	Technology (1 <sup>st</sup> Sem.) / Art (2 <sup>nd</sup> Sem.)	Art (1 <sup>st</sup> Sem.) / Technology (2 <sup>nd</sup> Sem.)
11:30 – 12:00	30	Advisory	Advisory
12:00 – 12:30		Lunch	
12:30 – 1:30	60	8 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Humanities (Language Arts/US History)
1:30 – 2:30	60	Dance (Hip Hop, Contemporary, or Choreography)	Dance (Hip Hop, Contemporary, or Choreography)
2:30 – 3:30	60	8 <sup>th</sup> Grade Science	8 <sup>th</sup> Grade Humanities (Language Arts/US History)
<b>Total Instructional Minutes</b>	<b>405</b>		

❖ Sample 8<sup>th</sup> Grade Schedule, Shortened Day (Thursday)

Time	Minutes	Group A	Group B
8:00 – 8:45	45	Physical Education	Physical Education
8:45 – 9:30	45	8 <sup>th</sup> Grade Humanities (Language Arts/US History)	Dance (Hip Hop, Contemporary, or Choreography)
9:30 – 10:15	45		8 <sup>th</sup> Grade Science
10:15 – 11:00	45	8 <sup>th</sup> Grade Science	8 <sup>th</sup> Grade Humanities (Language Arts/US History)
11:00 – 11:45	45	Dance (Hip Hop, Contemporary, or Choreography)	8 <sup>th</sup> Grade Math (Algebra)
11:45 – 12:15		Lunch	Lunch
12:15 – 1:00	45	8 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Humanities (Language Arts/US History)
1:00 – 1:30	30	Reading Block or ELD	Reading Block or ELD
<b>Total Instructional Minutes</b>	<b>300</b>		

❖ Sample 8<sup>th</sup> Grade Schedule, Minimum Day

<b>Time</b>	<b>Minutes</b>	<b>Group A</b>	<b>Group B</b>
8:00 – 8:45	45	8 <sup>th</sup> Grade Humanities (Language Arts/US History)	8 <sup>th</sup> Grade Math
8:45 – 9:30	45		8 <sup>th</sup> Grade Science
9:30 – 10:15	45	8 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Humanities (Language Arts/US History)
10:15 – 11:00	45	Dance (Hip Hop, Contemporary, or Choreography)	Dance (Hip Hop, Contemporary, or Choreography)
11:00 – 11:45	45	8 <sup>th</sup> Grade Science	8 <sup>th</sup> Grade Humanities (Language Arts/US History)
11:45 – 12:15		Lunch	Lunch
12:15 – 12:30		Pack up/Dismissal	Pack up/Dismissal
<b>Total Instructional Minutes</b>	<b>225</b>		

### Instructional Days and Minutes

With 183 instructional days and a regular school day running from 8:00 – 3:30, students attending Gabriella Charter School will benefit from a quantity of annual instructional time that far exceeds the minutes required under California law. Depending on the grade level, this extra time is equivalent to between 35 and 76 extra days of instruction in a year.

Grades	Grades Offered	Number of Regular Days	Number of Instructional Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instructional Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instructional Minutes Per Minimum Day	Number of [Other] Days	Number of Instructional Minutes Per [Other] Day	Total Number of Instructional Days	Number of Instructional Minutes Per State Law	Total Number of Instructional Minutes	Number of Instructional Minutes Above/Below State Requirement
TK/K	Select Y/N	133	385	36	280	14	225			183	36000	64435	28435
1	Select Y/N	133	400	36	280	14	225			183	50400	66430	16030
2	Select Y/N	133	405	36	285	14	225			183	50400	67275	16875
3	Select Y/N	133	405	36	285	14	225			183	50400	67275	16875
4	Select Y/N	133	405	36	285	14	225			183	54000	67275	13275
5	Select Y/N	133	405	36	285	14	225			183	54000	67275	13275
6	Select Y/N	133	405	36	300	14	225			183	54000	67815	13815
7	Select Y/N	133	405	36	300	14	225			183	54000	67815	13815
8	Select Y/N	133	405	36	300	14	225			183	54000	67815	13815
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800



It is important to note that in addition to offering extended instructional time, the Charter School will work diligently with each family to ensure that students attend school on time and without unnecessary absences. GCS has met its budget attendance goals for all years achieving attendance rates as high as 99%, an accomplishment we intend to replicate during our next charter term with similar strategies and engagement.

Teachers will remind students and their parents about the importance of consistent school attendance during class meetings, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers will initially address the concern directly with the student's parents or guardian. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers will bring the student to the attention of the school administration. Charter School administration will determine the most appropriate next step to resolve the issue. Written communication from the school in the form of letters and progress reports also will inform parents of positive as well as negative attendance patterns. Every effort will be made on behalf of the Charter School to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

## **Professional Development**

### **Recruiting Qualified Teachers**

In order to fulfill the mission and vision of its charter, Gabriella Charter School must recruit teachers (and an entire staff) who are qualified, talented, and invested in its mission and vision.

We will use the following strategies/sources to recruit teachers:

- Traditional posting sites such as EdJoin, Craigslist, and Idealist.org
- Teacher preparation programs. On a basic level, this involves using career services posting systems and attending job fairs. We will also work with these programs as a site where education students can complete required observations, research, or student teaching, thus reaching a pool of future teachers who may be good matches for our school. As California moves towards authorizing teachers specifically in the area of dance, we will form relationships with programs offering this credential.
- Local and national programs specializing in training arts educators. These include NYU's Steinhardt School, UCLA, and the National Dance Education Organization (NDEO).
- Education organizations with memberships of experienced teachers. This includes Teach For America alumni and participants in the Educators for Excellence Program. Often our current staff members are members of these organizations.
- Pipeline within GCS of classified staff who become qualified to teach. This has been a unique and successful strategy used at GCS in building an excellent staff. During the 15-16 school year for example, *8 out of 23 full-time teaching staff members had begun their career at the school in classified positions*. These staff members are well versed and invested in the school's mission and vision, and are often representative of the students and communities served by the school and/or bilingual in languages spoken by the school's families.

To ensure we are able to both recruit and retain the teaching staff that we need, Gabriella Charter School will ensure that staff feel positively about their compensation and appreciation, their working environment and their opportunities for growth. As funding levels allow, GCS will

maintain a salary table competitive with local districts and will recognize extraordinary talent and contributions through stipended leadership positions. The school leadership will also track teacher satisfaction with the working and learning environment provided by the school via semi-annual administration of The New Teacher Project's Insight Survey. This tool, in use for over 5 years at GCS, surveys staff on multiple measures related to their satisfaction and compares the school to a sample of top-performing schools nation-wide.

### Ongoing Professional Development

The professional development of GCS staff will fall into three categories:

1) A campus wide yearly (or sometimes multi-year) focus chosen by teaching staff and school leadership at the close of the previous school year. A focus is selected from both quantitative (using student outcome data) and qualitative reflection on the school's progress towards its goals.

Around a third of Thursday shortened day and full-day professional development time will be spent on the whole-school focus. Professional development in this focus area may be provided by GCS staff, but is also frequently provided by outside consultants or experts. For example, teachers might attend a training on Kagan cooperative grouping strategies during a year when the focus was on cooperative groups and student-student interaction. On-site training might include a round of peer observations followed by a whole group share and reflection on Thursday, and culminate with creation of a grouping strategy resource bank and video library to be shared with current and future teachers. When possible, the year-long focus is tied to elements from Charlotte Danielson's *Framework for Teaching* (2013), which informs the school's teacher evaluation framework.

2. Individual yearly professional development goals selected by each teacher. Like the school-wide focus, these are tied to elements from the Danielson rubric and inform the teacher evaluation process. Teachers create an action plan, which may include outside trainings or conferences, excellent school visits, and peer observations, together with the Principal, Assistant Principal, Intervention/ELD Specialist or an experienced teacher serving as an instructional coach. Professional development time is set aside for coaching sessions around individual goals. To ensure the value of these sessions, instructional leaders have received training in Cognitive Coaching, a research-based model that capitalizes on teacher strengths and cognitive processes.

3. Collaboration and co-planning time with partner teachers, departments (e.g., K-2, 6-8 math and science, and collaborating teachers (e.g., dance, RSP, art, etc.). Because the school's learning environment and instructional model rely on adult cooperation and communication and the integration of multiple subject areas, this time is vital to teacher success and satisfaction. This time occurs both during staff development afternoons and full-day sessions and during daily teacher prep time and is frequently structured to produce a certain product (e.g., a Language/Science unit plan, or a math performance task accommodated for students with disabilities).

More logistical information (e.g. report card procedures, supply ordering) and required trainings are either incorporated into full-day staff development days or into semi-monthly business meetings occurring from 3:45 – 4:00 on Thursdays, after the completion of professional development time.

New teachers to GCS receive additional training during the summer prior to full-staff professional development and participate in a monthly series of after-school trainings throughout the school year to fully orient them to Gabriella Charter School and to ensure that they have the information and support they need to be successful in their initial year.

Whenever possible, instructional aides and other part-time instructional staff participate in professional development and are given collaboration time with teachers.

The following is yearly professional development plan for the 2018-2019 school year:

Anticipated Year-long Professional Development Foci for 2018-2019: Implementation of Science Curriculum (to be fully rolled in 2018-2019 school year); Supporting EL and SPED students in the context of ELA/content-area integration.

Date	Topics
<b>Summer 2018</b>	Off-site trainings for select teachers (pending availability of funding) such as Teacher’s College Reading and Writing Project, Singapore Math Conference
<b>August</b> <i>New teacher orientation (2-3 days)</i> <i>Pre – school-year staff development days (5 days)</i> <i>3 staff development mini days</i> <i>2 Thursdays</i>	<b>New teacher training:</b> GCS Overview (Mission, Vision, Core Values, Org Chart) Curriculum Trainings (e.g., Singapore Math, Readers/Writers Workshop) Illuminate (SIS) Set-up and Basic Training  <b>All-staff pre-school-year PD:</b> Vision Setting and “Big Goals” for 2018-2019 Data Analysis and Grade/POD Level Goal-Setting: 2017-2018 results Overview of professional development foci and coaching goals and structures for 2018-2019 Overview of school-wide behavioral expectations and socio-emotional learning/supports Policies and procedures updates Required trainings (e.g., mandated reporter, blood borne pathogens, sexual harassment) Overview of planning and assessment expectations Weekly schedule and long term plan creation/revision with grade level partner teacher Initial co-planning meetings of classroom teachers with SPED staff, ELD staff, dance staff  <b>Professional development mini-days:</b> Training and /or updates for school-wide assessment programs (e.g., Fountas and Pinnell, iReady) Planning time with support from department leads and instructional leaders: Trimester 1 Unit plans Student Information System and/or other technology program trainings (updates)

Date	Topics
	<b>Thursday professional development days:</b> Co-planning with partner teachers and vertical articulation: School-wide and state assessments (Fountas and Pinnell, iReady/MAP, CORE, CELDT)
<b>September</b> <i>4 Thursdays</i> <i>1 New Teacher Session</i>	Year-Long PD Foci: Session 1 RTI (Response to Intervention), COST (Coordination of Services) Team, and SSTs (Student Success Team) Vertical articulation and co-planning in grade level/content spans  New Teachers: GCS Unit Planning
<b>October</b> <i>4 Thursdays</i> <i>T1 Pupil Free Day</i> <i>1 New Teacher Session</i>	Year-long PD Foci Session 2 Movement integration session Vertical articulation and co-planning in grade level/content spans Individual PD goal coaching cycle 1 Report cards and end of trimester procedures  New teachers: Teacher expectations for IEP participation and preparation
<b>November</b> <i>2 Thursdays</i>	Year-long PD Foci Session 3 T1 data analysis and intervention planning
<b>December</b> <i>2 Thursdays</i> <i>1 New Teacher Session</i>	Individual PD goal coaching cycle 2 Vertical articulation and co-planning in grade level/content spans  New teachers: Benchmark Assessment Creation
<b>January</b> <i>3 Thursdays</i> <i>1 New Teacher Session</i>	Year-long PD Foci Session 4 Vertical articulation and co-planning in grade level/content spans Behavioral/socio-emotional reflection and data analysis in grade level spans.  New Teachers: ELD program training (Instructional techniques and expectations for designated and integrated ELD)
<b>February</b> <i>4 Thursdays</i> <i>T2 Pupil Free Day</i>	Year-long PD Foci Session 5 Individual PD goal coaching cycle 3

<b>Date</b>	<b>Topics</b>
<i>1 New Teacher Session</i>	Vertical articulation and co-planning with grade-level/content spans Co-planning with ELD and SPED staff: focus on accommodating assessments Co-planning with dance teachers\ ELPAC training (select teachers and staff)  New Teachers: Vocabulary Instruction Across the Curriculum at GCS
<b>March</b> <i>3 Thursdays</i> <i>1 New Teacher Session</i>	Year-long PD Foci: Session 6 T2 Data analysis and reflection CAASPP training (select teachers and staff) New Teachers: Accommodation Strategies (SPED staff)
<b>April</b> <i>4 Thursdays</i> <i>T3 Pupil Free Day</i> <i>1 New Teacher Session</i>	Year-long PD Foci: Session 7 Individual PD goal coaching cycle 4 Co-planning with dance teachers Co-planning meetings with SPED and ELD staff  New Teachers: Planning for Differentiation and Small Group Instruction
<b>May</b> <i>5 Thursdays</i> <i>1 New Teacher Session</i>	Year-long PD Foci culmination: Reflections and commitment to ongoing expectations GCS end-of-year performance expectations for teachers 2019-2020 class creation T3 data analysis Reflection and selection of school-wide focus for next year New teachers: End of year reflection and evaluation
<b>June</b> <i>N/A</i>	

### **Professional Development in Dance Education**

At least twice per year classroom teachers attend professional development sessions related to using dance/movement in the classroom. Topics have included using movement definitions to introduce new vocabulary and incorporating movement sentences when studying short poems or stories. During these professional development sessions classroom teachers are guided through an integrative movement lesson to embody the effect of learning through a kinesthetic lens. Following this, classroom teachers are asked to find ways of adapting shared teaching strategies in their classroom at individual grade levels.

In addition to learning kinesthetic teaching strategies, classroom teachers and other staff experience dance classes from the lens of their students multiple times a year during professional development. Staff members lead by dance faculty through a dance class that consists of a warm-up, exploration, development and closing. This allows staff to experience the

amount of engagement, strength and focus it takes for their students to engage in daily dance classes and reaffirms the centrality of dance to the Gabriella mission and experience.

In addition to this whole-faculty professional development, dance faculty participates in systematic professional development in order to establish rigorous dance benchmarks and to support teachers in implementing a challenging, standards-based curriculum. Dance teachers develop monthly outlines that follow dance benchmarks for each grade and will receive feedback and coaching from the Manager of Dance Education, as well as consultation from *everybody dance!* staff for key curricular and content topics.

Dance teachers attend regular professional development sessions that help ensure consistent instructional strategies, discipline, and student assessment. The following is a sample calendar of professional development for dance faculty:

<u>Date</u>	<u>Professional Development Theme</u>
August	Overview of classroom management, assessment, sequential planning
September	Lesson Plans, lifelong teacher development
T1 Pupil Free Day	Co-planning units with classroom teachers
October	Assessment
November	Emergency Procedures
December	Dance studio strategies for students with disabilities
January	Backwards Planning – preparing for the performance
T2 Pupil Free Day	Co-planning units with classroom teachers
February	Teaching English language Learners
March	Creating a performance rubric
T3 Pupil Free Day	Co-planning units with classroom teachers
April	Using Video and Technology to Prepare Students for the Stage
May	Student Self-Assessment: Using Rubrics to Assess Goals
June	End of the year wrap Up

GCS also has sent dance faculty to off-site training in such programs as Reading in Motion and Arts Integration workshops.

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

Since the GCS instructional program inherently values multiple intelligences and makes extensive use of differentiated learning inputs, student outputs, and small group instruction, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, receive focused attention to their needs and strengths as teachers implement individualized instruction based on assessments. The integrated nature of our curriculum and the attention to Depth of Knowledge levels in planning and assessment also naturally provide appropriate learning experiences for high achieving/Gifted students, who are able both to dig deeper into topics and to make connection across subjects. Other components of the program assist in meeting individual needs:

- 1) Ample instructional planning time during each school day (such as when students are engaged in dance and other enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
- 2) A culture among teachers of openness and collaboration, with extensive professional develop/planning time dedicated to meetings between classroom teachers, special education teachers, arts teachers, and other adults providing services to students;
- 3) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
- 4) Instruction that incorporates multiple intelligences and varies forms of instructional inputs and student outputs
- 5) Programs and instructional practices that allow teachers frequent small group and one on one interaction with students (e.g., the conference protocol within Readers & Writers Workshop)
- 6) Various forms of assessment, accommodated as appropriate, that are used to guide instruction;
- 7) Learning goals that are clearly articulated; and
- 8) High expectations for all students.

## English Learners

Gabriella Charter School is committed to meeting the needs of English Learner students and will follow all applicable state and federal laws with respect to serving EL students. The school will implement its own English Learner master plan, which will be submitted to LAUSD. A 2018-2019 Master Plan for the school is included in this petition.

### *Identification*

The school will identify English Learners in accordance with California Education Code (§ 52164.1.). All parents will complete a Home Language Survey upon enrollment at the school. Students whose Language Survey indicates a primary language other than English will be initially assessed using the applicable state test (The California English Language Development Test or the English Language Proficiency for California (ELPAC) assessment), if he or she has not previously been identified as an English learner by a California public school or if no previous language assessment score can be identified. Parents will be notified in writing of the School's responsibility to conduct an initial language proficiency exam. Testing will be completed and parents will be notified of the child's EL status and given a description of EL programming at the school within 30 days of first enrollment. When students with previous California public school attendance enroll at GCS, the records clerk and the Director of Special Projects will review all available records (Calpads, LAUSD's MSIS, cumulative records) and communicate as necessary with previous districts to determine current language classification and place the child appropriately in an instructional program.

The English language proficiency of all currently enrolled English learners will be assessed annually (through the CELDT/ELPAC) in accordance with federal law and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. GCS staff will notify parents of the school's responsibility to conduct annual

CELDT/ELPAC testing and will inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. In addition, within 30 days of first enrollment each year, GCS will communicate with parents of existing English Learners about their child's progress towards reclassification criteria.

### *Educational Programs for ELs*

The components of the GCS educational program for English Learners are described below:

- All English Learners will receive **designated ELD instruction** based on California's English Language Development standards. In elementary grades, this instruction takes place in the context of a daily language/content block, in which ELD standards and ELA standards are integrated with social studies and/or science standards for each grade level. As part of this block, students are grouped by language level (for English Learners, according to the state's English Language Performance descriptors of Emerging, Expanding, or Bridging) for at least 20 minutes of explicit instruction using ELD standards. Instruction will be provided by classroom teachers and/or and ELD Teacher, and students will be grouped flexibly between grade level classrooms at this time to allow correct grouping. An Instructional Aide will join classroom teachers in each grade level during designated ELD instruction to ensure that a sufficient number of small groups based on language level can be formed. Social studies or science content will be used as the context for instruction during this time, but ELD standards will lead. During the remaining portion of language/content blocks, ELD standards will be applied and reinforced, but content standards are primary (integrated ELD instruction).

Middle school students will participate in a daily 30 minute designated ELD block. This block is taught by a classroom teacher with Instructional Aide support, allowing grouping of student by EL performance level. Often an RSP teacher or aide will co-teach, due to the likely overlap between LTEL and SPED populations in upper grades. Because most middle school EL students will have grown with the school for multiple years, they will be considered LTELs, and a commercial LTEL curriculum similar to that used by GCS will be used. In cases where an older student (e.g., a recent immigrant) enters GCS at Emerging level English proficiency, an individual instructional plan must be created and carried out by the ELD Specialist (e.g., vocabulary development, instruction in foundational skill). Although most ELD standards will be covered both during designated and integrated ELD, most assessment in the form of portfolio evidence will be collected during designated ELD. Additional description of both elementary and middle school ELD programming can be found in the Curriculum and Instruction section of this petition.

- EL Students will also receive **integrated** ELD instruction, as described in the California ELA/ELD Framework (California Department of Education, 2014) throughout the school day, in addition to receiving supports designed to ensure their access to the school's core curriculum. The most noticeable examples of integrated ELD will be within elementary content/ELD blocks, which are specifically planned to allow ample application of ELD and language standards outside of designated ELD time. However teachers are expected to provide integrated ELD instruction throughout the day. During integrated instruction, teachers are aware of the language forms and functions necessary to complete content area work and provide instruction and scaffolding so that students can successfully access the content. ELD standards, however, are not the



primary focus during this time. Certain ELD standards (such as standards related to longer writing pieces and oral presentations) are considered more appropriate to be covered and assessed in an integrated ELD setting.

In addition to designated and integrated ELD, English Learners receive supports, and teachers employ instructional strategies, to ensure that English Learners can access the school's instructional program and state standards. These supports and strategies are described further below under *Instructional strategies and supports*

### *State ELD Standards and State Assessments*

The ELD program at GCS will use the current (2012) state English Language Development Standards. All instructional staff at GCS site received training on the 2012 ELD Standards during the 2014-2015 roll out year of the standards at GCS, and training is provided to new teachers as part of new teacher-specific professional development. Instructional staff at GCS have developed a scope and sequence for these standards covering grades TK-8. For grades TK-5, extensive curricular materials and assessments aligned to these standards, as well as a portfolio-based system for tracking standard mastery and progression through proficiency levels, have been created. For grades 6-8, a commercial LTEL curriculum (described in this Element Under Curriculum and Instruction) is employed. This curriculum and its included assessments have been aligned to the 2012 ELD standards, and supplemental materials created when necessary to ensure full coverage of the standards. Instructional leaders (e.g., principal, ELD Staff) will monitor coverage of standards (through long-term and unit plans) and progress toward standards mastery (through monitoring of progress of ELD portfolios scores and ELD report card grades).

Results of the current state language assessment for English Learners (CELDT/ELPAC) will be shared each year with ELD teachers, as well as classroom teachers and special education staff and are analyzed to inform instruction. Results are also used to inform ELD IEP goals for ELs who are also Students with Disabilities. As the state assessment for EL students shifts from the CELDT to the ELPAC, GCS will ensure that key staff (ELD staff, representative of Special Education department) attend ELPAC trainings given by CDE staff or County Office of Education staff, and that classroom and RSP teachers are provided local training as necessary to administer the assessment, analyze results, and understand how to create aligned formative assessments and instruction. Because progress on the CELDT has historically been most difficult for GCS ELs who were also Students with Disabilities, Special Education staff members are participating in all ELPAC preparation and training in order to ensure their readiness to select aligned IEP ELD goals, prepare students for the assessment, and determine appropriate accommodations and supports.

### *Services and supports for ELs*

#### ❖ Instructional strategies and supports for ELs

As teachers provide *integrated* ELD instruction throughout the day and support students in all academic areas, they will utilize researched-based strategies specific to the needs of English Learners, including Specially Designed Academic Instruction in English (SDAIE), which is based upon the language acquisition theories of Dr. Steven Krashen. SDAIE supports English Learners by allowing them to move forward with academic courses while at the

same time learning English through comprehensible second language input and a supportive learning environment. SDAIE instruction, which also benefits students who are academically high priority, focuses on making academic input comprehensible through the use of strategies such as:

- Realia and manipulatives (real objects and materials)
- Visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn diagrams, webs)
- Planned opportunities for interaction between students (creating a skit and acting it out, think-pair-share, collaborative learning, and student-generated stories based on personal experiences)

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. SDAIE enhanced instruction for a GCS sixth grade social science unit on Ancient Greece might proceed as follows:

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

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

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

**II. Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

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

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

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

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

**Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

**Quotes** – Students identify quotes from a fictional text related to the unit (e.g., The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the element of Greek culture they feel the quote illustrates

To assist in instructing English Learners, teachers will also be guided by the work of Jane Hill and Kathleen Flynn (2006), in which research on what works with EL students is summarized and presented as concrete instructional strategies. Strategies outlined by Hill and Flynn guide teachers in understanding the language requirements inherent in everyday academic instruction and identifying language functions and structures necessary for the content. These functions and structures can then be tied to ELD standards.

In addition to utilizing SDAIE practices in all instruction and identifying the language requirements inherent in content instruction, GCS teachers will be expected to incorporate three key instructional components for English Learners. These are based on concepts taken from, among other sources, the work of Project GLAD and the research of Dutro and Kinsella (2010).

1. Visuals - Illustrations, photographs, videos, and real-life objects are routinely shown in all classrooms in order to help English Learners understand new vocabulary and concepts. Visual aids may be found as permanent features of the classroom, components of unit-related bulletin boards, or references available to students as needed (such as thematic glossaries in binders.)
2. Student talk - When encountering new vocabulary, English Learners are given multiple opportunities to repeat new words and use them in context in order to improve oral fluency and phonemic awareness. In addition, partner conversations or whole-group discussions are thoughtfully facilitated by classroom teachers in order to provide English Learners with opportunities to discuss new insights, clarify understandings, and ask questions. Teachers provide oral and visual scaffolds, as well as corrective feedback, in order to assist individuals and groups as they practice their speaking.
3. Sentence frames - Either as part of the unit plan or in response to student talk, teachers create sentence frames in order to help those students who need a scaffold when responding to questions or organizing their thoughts around a topic. Students are also encouraged to compose and critique their own sentence frames to be used when speaking or writing

The dance program will also be used as a bridge to build students' English vocabularies. As a kinesthetic way to learn language, dance relies on the same part of the brain for conceptualization, creativity and memory that verbal language does for speaking and writing (Hanna, 1999). Just as verbal language entails vocabulary, grammar and semantics, dance entails steps and gestures, rules for how one movement follows another, and meaning. Therefore, creative movement associated with dance education can reinforce students' vocabulary development in the classroom. Dance instructors currently use Total Physical Response in the dance studio to enhance English language development. They also use the Anne Hutchinson Guest "Language of Dance" approach to engage students in the fundamental stages of notating dance. This process includes exploring, creating, observing and analyzing movement and provides students the opportunity to record movement in symbols. The Language of Dance approach promotes the transference of the physical experience of dance to an intellectual understanding, which enhances participant learning and contributes to the dancing process. Students are empowered by learning appreciation, interpretation and evaluation of dance through individual and group reflections and critiques. This instructional approach offers an enriching way of presenting movement as part of movement education, and provides students many opportunities for problem solving and a refinement of perceptual skills. In dance classes, students also develop physical skills and technique and confidence is developed through presentation and performance.

#### ❖ Services for ELs

In addition to integrated and designated ELD instruction as described above under Educational Programs for ELs, ELs will receive additional services designed to help them achieve success in learning English as well as mastering grade-level standards.

EL students will participate in all interventions available to GCS students according to criteria set by the school's RTI (Response to Intervention) program. However, because EL status has been identified as a risk factor for low academic achievement, EL students who do not currently meet standard criteria for intervention will also be carefully screened and considered for inclusion in Tier 2 interventions. For example, a first grade student at an Emerging level might receive Tier 2

reading intervention even if not meeting Tier 2 criteria because similar students have been typically seen to struggle with grade level reading by 3<sup>rd</sup> grade.

Two types of Intervention specifically for EL students and based on ELD standards will be provided. TK/Kindergarten students who are identified through beginning of year screening as having low oral language ability will receive intensive oral language intervention (generally 2-3 x/week for a total of at least 60 minutes weekly). This intervention will be designed by ELD staff, in consultation with classroom teachers and with the Speech/Language Pathologist providing services at the school. As appropriate, non-EL students identified with low oral language proficiency may also participate in these interventions. For students in grades 1 – 8, students identified as not making sufficient progress in learning English (determined through progress on state English Language proficiency assessments and by mastery of ELD standards as measured by ELD portfolio evidence) will receive before or after school intervention focused on ELD standards as part of the school's intervention program. ELD Staff (e.g. Director of Special Projects, ELD teacher) coordinates with the Literacy and Intervention Specialist in designing/implementing ELD-focused interventions.

For elementary students with high oral language needs, continued oral language practice is also often (pending availability) provided by volunteers. ELD staff train community volunteers to engage students in conversation that encourages elaboration and complex language structures while eating lunch with students or working with them in small groups.

For EL students who are also identified as Students with Disabilities, ELD staff consults with special education staff when crafting appropriate IEP goals for ELD, and in identifying appropriate supports and accommodations to include in the IEP.

#### ❖ Parent Involvement

In addition to ensuring that parents of EL and potential EL students receive all required notifications, Gabriella Charter School will provide parents with additional meaningful information about their child's progress learning English and give parents the opportunity to participate in their child's education.

Gabriella Charter School will hold at least 3 general EL parent meetings each year to explain information provided in EL mailings, introduce parents to basic theories of language acquisition, provide valuable information to help students prepare for the CELDT/ELPAC, and provide other strategies for helping EL parents engage in their child's learning process. For example, EL parents might receive training on a web-based intervention program used by EL students so that they can better support students at home.

Parents of LTELs, as well as LTEL students, receive individualized communication from ELD staff regarding the LTEL status, the risks associated with being an LTEL, and student-specific barriers to reclassification. ELD staff meet in-person once a year with all LTEL students, with all 8<sup>th</sup> grade LTEL parents, and as requested with other LTEL parents.

End of trimester reports cards include ELD grades, which are shared with parents at parent-teacher conferences, along with ELD portfolios containing work samples providing evidence for different ELD standards at the student's level. Parents of ELs are also invited and encouraged to attend SST (Student Success Team) and LAT (Language Appraisal Team) meetings involving their child. Translation is provided at all meetings, in Spanish and in any other language representing at least 15% of the student body.

#### *Process for annual evaluation of the school's EL Program*

Each year instructional leadership (e.g. Principal, Director of Special Projects, Director of Instruction) will evaluate the school's EL program. An analysis after trimester 1 and trimester 2 of each school year will focus on the educational progress of EL students, including progress in learning English and progress towards mastering core content/state standards. This analysis will use the following data:

- CELDT/ELPAC scores
- California School Dashboard Indicators related to ELs
- Student scores on ELD portfolios and completion of ELD Levels (Emerging, Expanding, Bridging)
- EL subgroup scores on internal assessments (trimester benchmarks, Fountas and Pinnell reading assessment, iReady or other standards based math assessment)
- EL subgroup scores on state assessments (CAASPP program)
- EL student progress towards intervention goals
- Progress towards IEP goals (ELD, speech/language, and content area)
- Reclassification rates

This data is used to answer the following questions:

- Are ELs making adequate progress in learning English, and does this progress differ by subgroup (e.g. disability, primary language)?
- How does EL mastery of core subject standards compare to the general population of the school?
- When ELs receive intervention, do they make progress at the same rate as the general population?
- Are ELs who are also students with disabilities meeting IEP goals at the same rate as other students?

At the conclusion of the school year (June), an overall annual evaluation of the program occurs. The academic data listed above are consolidated and summarized for the year. The following additional pieces of evidence are also considered:

- Parent survey results from annual EL Needs Assessment survey and input from the school English Language Advisory Council (ELAC)
- Teacher input and/or survey results (feedback from classroom teachers regarding strengths and weaknesses of ELD program)
- Calendar, agenda, sign-in sheets, and minutes for EL parent meetings
- Parent engagement data

The following questions are considered, in addition to the ones listed above:

- Do parents feel that EL students are well supported? What needs do they see as important for English Learners? Do parents feel they understand and are involved with EL identification, programming, and reclassification?
- Do teachers feel that the school's EL program helps EL students to learn English? To master academic content?
- Has the school adequately informed and engaged EL parents?
- Is the school's EL program meeting federal, state, and charter requirements?

Based on program evaluation, changes to the program for the following year (e.g., structure, staffing, instructional strategies, curricular materials, provision of intervention) will be determined. For example, if trimester benchmark scores for ELs in reading and language showed a persistent achievement gap that did not decrease over time, and teacher surveys mentioned that although ELD instruction seemed to be helping with language structures, lack of vocabulary was still a problem, vocabulary instruction both within designated ELD and throughout the school day would need to be addressed, through professional development and through co-planning time. If EL students in Tier 2 and Tier 3 interventions were found to be meeting intervention goals at a lower rate than other students, and further analysis revealed that this trend was attributable to lack of progress made by students who are both English Learners and students with disabilities, accommodations or modifications to the intervention curriculum might be made in consultation with special education staff.

#### *Process and Criteria for Reclassification*

ELD Staff under the direction of the Principal will maintain a roster of EL students and their status on each reclassification criteria. This roster is created using data from the school's SIS and collected from classroom teachers, and must be updated at the end of each trimester reporting period and whenever new state testing data (CELDT/ELPAC, CAASPP tests) are received.

Each time the roster is updated, the Principal or ELD Specialist will identify 1) students who meet all reclassification criteria and 2) students in grades 3-8 who meet all criteria except report card grades.

For students who meet all criteria, input is sought from classroom teachers and any other relevant staff (e.g., resource teachers) and a final decision to reclassify is made.

The Principal conducts a final check of student data using the schools' SIS and student records and directs office staff to prepare documentation for parents and to contact parents to solicit parent approval of the reclassification decision.

Parents are given an opportunity to speak to the ELD specialist or principal regarding the reclassification and what ongoing supports may be appropriate for the reclassified student.

If the parent agrees to the reclassification decision, paperwork is filed, instructional staff is notified of the completed reclassification, and necessary updates are made in school and state information systems.

For students in grades 4-8 who meet all criteria except report card grades, the principal or ELD specialist gathers additional data to determine if an LAT (Language Appraisal Team) meeting should be convened to make a decision regarding reclassification. If an LAT meeting is convened, parents and all relevant staff are notified. At the meeting, additional data supporting the student's potential for reclassification are presented and the Principal makes a final decision regarding reclassification. If a decision is made to reclassify, the same steps outlined above are followed.

GCS **Reclassification Criteria** are outlined below. These criteria may be updated and approved by the Gabriella Charter Schools Board annually, or as deemed necessary to reflect changing state or federal guidelines or requirements or changes to assessment programs. The current criteria will be submitted to LAUSD each year with the school's EL Master Plan.

**Kindergarten\* – 3<sup>rd</sup> Grade Criteria**

<b>Category</b>	<b>Criteria</b>
<b>Language Development (California English Language Development Test – CELDT**)</b>	CELDT - Overall score of 4 or 5 <i>AND</i> Scores of 3 or higher in Listening, Speaking, Reading, and Writing
<b>Basic Skills Assessment</b>	On or above grade level on Fountas & Pinnell reading assessment
<b>Teacher Evaluation/Class Performance</b>	Grades of B or higher in all ELA categories on Progress Report Card <i>AND</i> Classroom teacher supports reclassification based on class performance/observations
<b>Parent Approval</b>	Parents notified of potential reclassification and give consent

*\*Only kindergarten students who attended Transitional Kindergarten are eligible for reclassification*



#### 4<sup>th</sup> – 8<sup>th</sup> Grade Criteria

Category	Criteria
<b>Language Development (California English Language Development Test**)</b>	CELDT** - Overall score of 4 or 5 AND Scores of 3 or higher in Listening, Speaking, Reading, and Writing
<b>Basic Skills Assessment***</b>	Standard Met or Exceeded on ELA section of Smarter Balanced Assessment (or alternate assessment for students with disabilities) OR “Approaching,” “Meeting,” or “Exceeding” on GCS unit benchmarks in Reading and Writing ( <i>Student must score 70% or higher</i> ) OR On or Above Grade Level on Fountas & Pinnell Reading Assessment
<b>Teacher Evaluation/Class Performance</b>	Grades of B or higher in all ELA categories on Progress Report Card AND Classroom teacher supports reclassification based on class performance/observations
<b>Parent Approval</b>	Parents notified of potential reclassification and give consent
<b>Language Appraisal Team (LAT)****</b>	When a student in 3 <sup>rd</sup> -8 <sup>th</sup> grades has met all criteria except Progress Report Card grades, student may be referred to LAT for reclassification recommendation.

\*\* For the 2017-208 School Year, the CELDT criteria may be satisfied with a 2016-2017 CELDT score OR with a 2017-208 “CELDT Re-Test” score given and scored locally at GCS.

\*\*\* The criteria will be updated based on state guidance related to SBAC scores when such guidance is released

\*\*\*\* When a GCS English Learner in grades 3-8 meets all reclassification criteria **except** the progress report card grades requirement (B or higher in all English Language Arts categories), the Language Appraisal Team may meet to determine whether reclassification is appropriate. Referral to the Language Appraisal Team is made by classroom teachers or the ELD Teacher.

Language Appraisal Team members include the ELD Teacher, the classroom teacher(s), and special education teachers if applicable. The school principal leads the Team and makes final determinations regarding reclassification.

In determining whether a student should be reclassified, the Language Appraisal Team considers:

- Non-language- related factors influencing progress report card grades
- Alternate indicators of academic proficiency in ELA, including Fountas & Pinnell (reading assessment) data, performance on ELD standards, performance on benchmark assessments, & achievement of IEP goals

If the team recommends reclassification, the school principal approves the decision and the student is reclassified once necessary paperwork is completed.

If reclassification is not recommended, the team may recommend additional modifications or interventions to improve student performance in English Language Arts

### *Monitoring Progress of EL and RFEP Students*

The progress of EL students is monitored by teachers and by instructional leaders using several tools:

- CELDT/ELPAC scores
- Student scores on ELD portfolios/ELD report card grades and completion of ELD Levels (Emerging, Expanding, Bridging)
- EL subgroup scores on internal assessments (Fountas & Pinnell, trimester benchmarks)
- EL subgroup scores on state assessments (CAASPP program)
- Reclassification rates

CELDT/ELPAC scores and CAASPP program scores are analyzed at the beginning of each year and/or when new scores become available. During professional development time devoted to data analysis after each trimester, data on internal assessments is disaggregated by subgroup (see example below), EL performance is analyzed, and next steps determined. Performance on ELD standards (measured through portfolios) is analyzed at the end of each trimester, and standards for reteach or inclusion in intervention are identified. Student progress moving through proficiency levels is analyzed at the end of each school year.

The performance data of recently (within 2 years) reclassified students in each grade level is analyzed by administrators/ELD staff, and ELD staff consult with teachers to determine appropriate supports for each of these students not meeting standards. Examples of supports would be participation in Tier 2 reading intervention, support through language scaffolds during instruction, referral to COST team (described below under **Students Achieving Below Grade Level**), or inclusion in designated ELD instruction if gaps in language are identified.

### *Progress Monitoring and Support for LTELs*

LTEL student progress toward meeting ELD standards, towards meeting other content standards, and towards reclassification are all monitored regularly by the ELD Specialist and/or Principal and by classroom teachers in the same manner as for all EL students. However, frequency of progress monitoring is greater for this population (e.g., ELD specialist reviews mid trimester progress reports of LTEL students and checks in with students/teachers).

LTEL students receive information regarding LTEL status and progress towards reclassification. Reclassification criteria are shared with parents in initial notification and annual notification letters, in CELDT result mailings, and in at least two EL parent meetings during the year. Potential impacts (e.g., lower graduation rates) of LTEL status are also shared. The ELD Specialist also meets individually with parents of 8<sup>th</sup> grade English Learners to identify barriers to reclassification and discuss EL programming in high school. Students in fifth through eighth grade meet individually with the ELD specialist each year after new CELDT scores are received to review their personal path towards reclassification and identify action steps.

Middle school LTEL students participate in a daily 30-minute ELD block using a curriculum specifically designed to accelerate the progress of LTEL students towards mastery of academic English. A middle school teacher trained in this program provides instruction assisted by an instructional aide and in coordination with a resource teacher or special education instructional aide. This allows for differentiated instruction within the general LTEL curriculum based on specific student profiles, including the provision of accommodations for LTELs who receive special education services as part of an IEP or 504 plan.

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

Gabriella Charter School will meet the needs of gifted and talented students and students achieving above grade level through our Gifted and Talented program, which identifies students, and provides support to teachers to differentiate instruction in the general education classroom.

Gabriella Charter School identifies students for GATE eligibility under the category of Intellectual Ability in grades 4 through 8. Intellectual Ability is defined as students whose general intellectual development is markedly advanced in relation to their chronological peers. In general, students are tested only one time. As the GATE program develops, the Charter School's program may expand to other categories of identification.

Criteria for testing and eligibility are as follows:

- All 4th graders with parent consent are tested at the beginning of the school year, and grades 5, 6, 7 and 8 based on teacher recommendations and parent consent.
- Teachers fill out recommendation forms for all students they believe are gifted, rating qualities such as critical thinking, advanced vocabulary, and creativity.
- Students who score 95% to 99.8% on a standardized intelligence test (e.g., Raven's Progressive Matrices), which is administered by a school psychologist, meet requirements for eligibility. Note: The Raven's Progressive Matrices is non-verbal test, chosen in order to ensure language ability did not interfere with test performance.

Within 30 days of the completion of testing, parents of students identified as Gifted are notified of their child's status in writing. Parents of identified students then sign for consent for their child to participate in the GCS Gifted Program.

Gabriella Charter School has made it a priority to meet the educational needs of students in this subgroup. Services are provided to students through differentiated instruction in the general education environment, which includes flexible student grouping. Teachers are given professional development and coaching to implement key strategies for differentiated instruction within the general education classroom (e.g., planning around universal themes; using task prompts constructed with Sandra Kaplan's depth and complexity icons; compacting foundational skills and accelerating learning). Additionally, biannual parent workshops are held to educate parents on how they can best support their gifted child at home.

The school monitors the progress of students in this subgroup through ongoing data analysis and check-ins with teachers each trimester. Ongoing assessment is provided to all students throughout the year and thorough analysis of this assessment data is conducted at the end of each trimester. The data is aggregated into sub groups so teachers can analyze specific student populations. Teachers will analyze achievement data of their gifted students and plan accordingly to meet their needs. They will have the opportunity to discuss next steps and goals

with an administrator, which enables them to plan appropriately so each child is able to meet their learning goals.

Students not identified as Gifted, but who are high achieving (receive multiple scores of A+ or 4 on at least 2 consecutive progress reports), receive many of the same differentiated opportunities as identified Gifted students. Parents of these students are notified that their child is high achieving at end of trimester conferences and are given information regarding how teachers plan to meet their child's need for more challenging material.

#### Students Achieving Below Grade Level

In line with its vision and belief that all children will have an opportunity to learn and experience success, Gabriella Charter School is committed to providing interventions to ensure that every child can make significant academic progress.

Students who are low-achieving are identified based on analysis of multiple data points, including classroom formative assessments and trimester benchmarks, state testing programs, and the Fountas and Pinnell reading level assessment. This occurs formally at the mid and end-points of each trimester, and on an ongoing basis as teachers respond to formative assessment data. At the mid-point of each trimester, parents are notified of low-achieving status in writing in the form of a mid-trimester progress report. For these students, the mid-trimester reports includes next steps for addressing the low achievement (intervention, SST referral, etc.). Parents are also notified of low-achieving status through end of trimester report cards and parent-teacher conferences, at which teachers are required to provide concrete suggestions and resources for parents to support low-achieving students at home. Examples of these resources include lists (in English and Spanish) of specific questions to ask students at different reading levels, educational games to reinforce math and early literacy skills, and lists of websites and apps addressing specific areas of need. For parents of students referred for a Student Success Team (described below), specific home/parent action items are identified and tracked.

Gabriella Charter School uses RTI (Response to Intervention), a tiered approach to in which students are divided into tiers based on assessment data, appropriate interventions for each tier are provided, and the impact of the interventions is regularly measured. School staff identifies students who do and do not respond, as well as appropriate next steps. A summary on the research base for RTI is provided by Charles Hughes and Douglas Dexter on the website of the RTI Action Network ([http://www.rtinetwork.org/learn/research/research\\_review](http://www.rtinetwork.org/learn/research/research_review)). The charts and diagram below illustrate the 3 tiers of intervention at GCS and describe the interventions provided for each in various subject areas.

RTI instruction at Gabriella Charter School

	Reading	Math	Behavior
Key data used to determine tiers	Fountas & Pinnell Leveled Reading Assessment  CORE Phonics Survey DIBELs Fluency	Performance on trimester benchmarks  iReady diagnostic assessments and progress monitoring assessments	Office referrals  Daily behavior tracking by teachers  COST referrals by school staff or parents
Tier 1 Instruction (all students receive)			
Supports	Regular, high-quality research-based classroom instruction	Regular, high-quality research-based classroom instruction	Standard classroom/school- wide behavior system
Frequency of Progress Monitoring	Once a trimester	Once a trimester	Once a trimester
Staff (Who provides)	Classroom teachers	Classroom teachers	Classroom teachers, other school staff
Tier 2 (Approximately 10-15 % of students)			
Supports	Small group instruction using research-based methods (primarily Fountas and Pinnell Leveled Literacy Intervention program)  2-3 x/week, at least 60 minutes	Small group instruction using research-based methods, iReady individualized online instruction  2-3 x/week, at least 60 minutes	Frequent parent contact, modifications to standard behavior system, assign staff buddy, increase positive reinforcers
Frequency of Progress Monitoring	At least twice a trimester	At least twice a trimester	At least twice a trimester
Staff (Who provides)	Classroom teachers, Instructional Aides	Classroom teachers, Instructional Aides	Classroom teachers, other school staff

Tier 3 (Approximately 5% of students)			
Supports	Very small group or individual instruction using research-based methods  Daily, at least 120 minutes/week	Very small group or individual instruction using research-based methods, daily  Daily, at least 90 minutes/week	Behavior Analysis, Individual Behavior Plan, parent conference, referrals to outside agencies or school staff for counseling, etc.,
Frequency of Progress Monitoring	Every 2-3 weeks	Every 2-3 weeks	Every 2-3 weeks
Staff (Who provides)	Literacy & Intervention Specialist, Intervention Instructor, Resource Teacher	Intervention Instructor, Resource Teacher	SST members (teacher, parents, administrator, School Psychologist or Counselor if available, outside agencies)

For reading intervention, Gabriella Charter School will use the Leveled Literacy Intervention (LLI) System developed as part of the Fountas & Pinnell Reading System. This system of leveled books includes lesson plans targeting decoding skills and within the text, beyond the text, and about the text comprehension skills. Staff instructing intervention select books based on student levels and select lesson components based on students' skills as a reader. The LLI System provides interim assessments aligned to the Fountas & Pinnell benchmark assessments that are administered each trimester, allowing more frequent monitoring of Tier 2 and Tier 3 students.

Tier 2 Reading Intervention occurs both during school during small group instruction and in before school and after school sessions. Daily Tier 3 Reading Intervention is provided both before and after school and during the school day, depending on teacher/student schedules. Any staff members who provide Tier 2 or Tier 3 intervention are trained on the LLI program by the Literacy & Intervention Specialist or an experienced teacher.

For math intervention, GCS uses both teacher-developed lessons based on the school's adopted curricula for elementary and middle school math and either iReady, an online, differentiated math instruction and assessment program or a similar program. iReady is described further elsewhere in this Element, under *Curriculum and Instruction*. Intervention groups are formed based either on iReady assessment data or another data point chosen by the math team (e.g., benchmark data, foundational math assessments, etc.), and teachers utilize both iReady online lessons and teacher-developed lessons. The majority of math Tier 2 and Tier 3 intervention, with the exception of primary grades, occurs before and after school. All staff who provide Tier 2 or Tier 3 intervention in math will be trained on the iReady (or similar) program.

As described in the section above regarding English Learners, intervention is also provided for students not making adequate process in learning English.

Identification of students in need of academic (or behavioral/socio-emotional) interventions will first occur with instructional staff or a parent noting a need or difficulty of the student. Before referring a student to the school's Coordination of Services Team (COST), in most cases teachers will be asked to attempt interventions for 4-6 weeks, tracking results. Teachers will be provided with a standard template, used at the GCS site, to track the types of interventions attempted, time frames, and results. After initial interventions prove ineffective, progress of these students is monitored by, and solutions are designed by, the COST (Coordination of Services Team) and SST (Student Success Team) processes.

COST participants are the Principal and/or Director of Instruction, Assistant Principal of Culture, School Counselor, Literacy and Intervention Specialist, an ELD representative (Director of Special Projects or ELD Teacher), and a special education representative (Director of SPED/School Psychologist/Resource Teacher).

The **COST** meets at least twice a trimester for two purposes:

- 1) Analyzing assessment data to assign students to appropriate "tiers" within RTI. Students who have not made progress are identified and next steps brainstormed (including potential referral to an SST). With the help of the ELD Specialist and a representative from the special education team, the team examines patterns in progress towards intervention goals and/or mastery of standards by special populations (EL, SPED) and determines potential solutions fitted to the needs of these groups. New schedules for intervention based on student movement between tiers are also created
- 2) Reviewing referrals to the COST team made by staff or parents and determining appropriate next steps for these individual students. Students are referred to COST when classroom interventions have not been effective in addressing academic or other (behavioral, socio-emotional, physical) concerns.

COST collectively determines interventions or next steps that should be put in place to best serve groups of students as well as individual students referred to the team. Common next steps for individual students include an SST, a behavior plan, or a referral to counseling. At the conclusion of each COST meeting, it is determined which team member will own the process of following up to make sure all staff members, as well as parents or guardians of individual students, are aware of and have the proper training and information to carry out the next steps.

SSTs (Student Success Teams) occur as needed to address concerns regarding individual students. Teachers, parents, administrators and other school staff relevant to the child (e.g., ELD staff for an EL student, RSP teacher for a special education student, dance teacher if concerns are arising during dance) collaborate to analyze issues, determine root causes, and plan next steps to best support the child.

An SST is scheduled after COST recommends it as an appropriate next step. At the meeting participants present data such as recent academic data (Fountas & Pinnell assessment, CORE Phonics, grades, benchmark assessments, etc.), types of interventions attempted, dates these interventions have been attempted, and the results of the interventions. At the end of an SST, next steps for all participants are determined. Specific goals for progress are set and followed up on at a follow-up meeting, which occurs 6-8 weeks after the initial meeting.

When a student does not respond to interventions determined through the SST process, and is not making sufficient progress towards goals set by the SST and through the RTI process, referral for assessment to determine eligibility for special education services may be a next step.

#### Socio-Economically Disadvantaged/Low-Income Students

It is part of the mission and vision of Gabriella Charter Schools to ensure that all students, regardless of socio-economic circumstances, have access to an excellent education and to high quality arts instruction. Through additional art instruction, enrichment programs, and field lessons, we strive to give low-income students access to experiences that might otherwise be academically unattainable. In order to realize this vision, the school also has in place systems to identify specific needs of individual students within this group or of the group as a whole.

Socioeconomically disadvantaged students are identified through the student's free or reduced lunch status. Using the charter school's Student Information System, which will track this status along with class grades, benchmark scores, and all school-wide academic data points, their progress as a subgroup will be tracked on major assessments (e.g. Smarter Balanced, iReady, Fountas and Pinnell reading assessments). This progress will be analyzed by teachers and leadership at the end of each trimester, when state assessment results become available, and during COST meetings. Because Free and Reduced Lunch status is neither a perfect nor a continuously updated measurement of socio-economic disadvantage, GCS teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs, as part of annual training on the School's COST, SST, and Response to Intervention processes. Part of the school's culture is also that every staff member is responsible for being aware of and responsible for addressing the needs of each child on campus. This expectation will be explicitly communicated to staff in order to promote a high level of vigilance and attention to needs that may arise for socio-economic disadvantage.

Needs of individual socio-economically disadvantaged students can be identified and addressed through the COST and SST processes.

The COST meeting system described above allows for identification not just of academic need, but also of a diverse range of needs that might arise related to socio-economic status (e.g., difficulty completing homework, attendance issues due to difficulty with transportations, health or hygiene issues, parent difficulty in attending conferences due to work schedule, etc.). All staff members (including office staff) receive training on the COST referral process and The COST referral form includes information on potential needs of socioeconomically disadvantaged students. Responses to these needs include such strategies as:

- Facilitating connections between parents to promote car-pooling and sharing of resources
- Working with school volunteers and community organizations capable of providing assistance with supplies, clothing, or food
- Working with family schedules to ensure access to the free breakfast and lunch provided at school
- Providing alternate methods of conferencing with parents (home visit, telephone)



## Students with Disabilities

*The district required language included above contains all charter provisions addressing matters related to students with disabilities and special education.*

## Students in Other Subgroups

Gabriella Charter School will continue to identify and meet the needs of Foster Youth in accordance with AB 490 -- EC 48853.5. Gabriella Charter School will identify Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as counseling, intervention, social skills groups, or assignment as a Heart Student (i.e., adult mentoring) will be provided by school or through community-based organizations. Using the charter school's Student Information System, which will track Foster Youth status along with class grades, benchmark scores, and all school-wide academic data, the progress and needs of Foster Youth are monitored through the COST system. Progress is also be analyzed by teachers and leadership during data analysis at the end of each trimester. If the number of Foster Youth enrolled at the charter school is less than 5, each individual student will be considered a "standing item" on the COST agenda, and his or her needs, response to intervention, and academic progress will be monitored at each meeting.

## A Typical Day

Early each school morning, parents of Gabriella Charter School students are not surprised to find their sons and daughters ready to go to school. As they pack their things for the day, students make sure they have their "quality homework" assignments with them and middle grade students pack their Gabriella binders, neatly organized by subject, pausing to flip to the weekly agenda, which outlines the homework, objectives and major deadlines. Parents sign the daily homework check sheet, and make sure their children have correctly logged their reading time in their reading journals before taking them to school. As families travel to GCS, they might discuss special events occurring that day; perhaps one child's dance class is showcasing a performance piece for a group of older students; another child is excited to discover the results of an experiment. A father might remind his children that he'll be staying at school after drop off to help serve breakfast, since he'll be attending a parent meeting at 8:00.

At 7:15 a.m., the doors of the school open and staff are waiting to welcome our students. Students happily greet their friends and faculty members by name, with many students walking arm in arm with their younger siblings. Volunteer parents help serve a healthy breakfast to students as others play in the schoolyard supervised by instructional aides, who use this opportunity to build relationships with students. An aide might sneak in learning time by encouraging students to sing songs, recite chants, or perform movements learned in class. A student who stands alone or seems quieter than usual receives extra attention, and the aide makes sure to check in with his teacher.

Shortly before 8:00 a.m., older students help to arrange younger peers in their lines, while middle grades students form lines in their reading block groups, independent reading books in hand. Students are off to a full day of rigorous academic content, plenty of movement, and multiple opportunities to express themselves and to succeed.

From the start of the day at 8:00 a.m. to the end of school at 3:30 p.m., rooms filled with dancing students are hubs of excitement and concentration. In one day, an observer might see 2nd grade theater dancers warming up their “emotions” by rapidly changing their facial expressions from excited to frightened to peaceful, third grade tappers learning the “shim sham,” fourth graders performing pieces designed to teach other students about a region of California, kindergarten students forming letters with their bodies and choreographing “words”, and sixth graders modern dancers preparing for a quarterly “dance publishing” party. Accomplished and highly trained professional dance instructors teach all of these classes. There is almost non-stop dance instruction at Gabriella.

Walking from class to class, a visitor will notice skilled teachers utilizing a wide variety of engaging and creative instructional techniques, but observe a shared strong school culture and structure in each classroom that upholds and supports high expectations. All classrooms include visuals that reinforce the school's character values, a board that states the nightly homework for each subject, and a common whiteboard configuration that includes an objective for the lesson, as well as an agenda. Each teacher has their own style, but students smile with recognition when their current teacher uses the same key vocabulary and instructional routines, developed through vertical articulation, that they remember from the previous year.

Throughout the instructional day, student can be observed participating in whole group direct instruction, conferencing with another student or a teacher, working in cooperative groups, and practicing their self-monitoring and stamina while working independently. Students can also consistently be seen *moving*. A kindergarten teacher asks students to move from one learning station to another while moving *rapidly* (a story vocabulary word) with their bodies in the shape of the letter R. Seventh grade student link and unlink arms and move to model types of chemical bonds. Third graders “flap” (a tap step) around the room, then freeze, find a partner, and share the first step they would take to solve a math problem.

By lunchtime, when students chat eagerly with friends while being urged by a passing staff to demonstrate their flexibility character value and try a new food, a typical student has had rigorous, high-level instruction in content areas, received instruction in at least one art form, and interacted with multiple caring adults. Staff members providing instruction and support to students often are seen coordinating and working together. A resource teacher co-teaches a writing mini-lesson with a third grade teacher, while an instructional aide pulls aside a small group for Tier 2 reading intervention. Meanwhile, in a sixth grade class, the resource teacher helps facilitate and scaffold discussion in a math group, while a classroom volunteer checks in with a student who struggled with the previous day's lesson.

In a given day, a typical student also receives instruction differentiated for his or her specific learning needs. During the second grade content and language block, a classroom teacher works with emerging level ELD students pulled from across two classrooms, while an instructional aide, and the ELD Teacher work on ELD or ELA language standards with other groups. A teacher conferences individually with a fourth grade student, pushing her to add more detail to her piece. An aide supports a special education student in the dance studio, providing prompts and reinforcement while joining in on the warm-up. In middle school, students begin the day with a Gabriella Charter School Renewal Petition

block of differentiated reading and ELD instruction; students are grouped flexibly between all middle school classes according to need, and participate in ELD instruction, peer reading groups, or literacy Tier 2 and Tier 3 intervention.

In all grade levels character education is woven into academic lessons and classroom communities are observed reflecting on values and problem solving as a community, possibly in a class circle beginning or ending the day. The typical middle school day also provides additional opportunities through Advisory. In Advisory, middle grade students focus on organizational skills, character development, college prep, and life skills that will allow for success at challenging secondary schools and beyond. Every week, students set and reflect on short-term and long-term goals, both personal and academic, that drive their choices. An observer might overhear one student reminding another to “save the marshmallow,” or to delay short-term gratification for long-term success, or describing how a character in a novel knew how to “do the right thing”, even when no one was watching.

Students also have opportunities to build community and character and celebrate success at weekly (monthly for middle school) school meetings. On a particularly exciting Friday, a student might perform a dance celebrating the work of Cesar Chavez with his classmates and receive an award from his teachers for demonstrating flexibility during the week, earning loud claps of praise from staff, students, and families for both accomplishments. At a middle school meeting, Glee Club members might perform a song encouraging students to attend a middle school event to fundraise money for an 8<sup>th</sup> grade trip, and a student council officer might announce the results of the vote to choose that month’s incentive activity for students who have met or exceeded Character standards.

Visitors to the school also notice that students are given ample opportunity to engage in fun activities and develop interests outside of academics. Structured recess on a daily basis gives students a chance to participate in supervised activities such as kickball, handball, and volleyball. Although classes end at 3:30 pm every day (with the exception of Thursday, when it ends at 1:30pm), many students participate in an after school program where they receive homework assistance, eat a healthy snack, and participate in enrichment and sports activities. Other students might participate in afterschool activities such as choir or glee club, or in the school’s Company Kids, a performing dance ensemble for students 4<sup>th</sup> grade and up.

## **Element 2 - Measurable Pupil Outcomes and Element 3 - Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

### **Measurable Goals of the Educational Program**

Measurable Goals of the Educational Program are described in Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

### **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

Performance Targets Aligned to State Priorities

Performance targets aligned to state priorities are described in Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

## Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

### School-wide Outside Measures of Academic Progress

GCS will use several key outside assessments in addition to state mandated testing programs and state Performance Targets in order to track student progress, plan instruction, assign interventions, and evaluate programs. These assessments were selected due their alignment with California Standards, their relevancy to the GCS instructional program, and their reputation (widely used, supported by research & enabling norming against schools nationwide). These are listed in the chart below:

Assessment	Description	Grade Levels	Frequency	Performance Expectations
Fountas & Pinnell Benchmark System	<ul style="list-style-type: none"> <li>* Leveled Reading Assessment</li> <li>* Comprehensive Assessment of Reading Skills</li> <li>* Nationally Normed and Widely Used</li> </ul>	K-8	1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention	On grade level or make 1.25 years of growth in a year (level for on grade level for each trimester of each grade are defined
CORE Phonics & Phonemic Awareness Survey	<ul style="list-style-type: none"> <li>* Comprehensive Assessment of Foundational Skills</li> <li>* Nationally Normed and Widely Used</li> </ul>	TK-3; as needed for older students reading below grade level	1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention	Students expected to meet performance expectations for each grade level are defined by assessment publisher
iReady online math program assessment*	<ul style="list-style-type: none"> <li>* On-line, adaptive math assessment based on Common Core standards</li> <li>* State-approved assessment program for diagnostic assessment of CCSS in grade levels not covered by CAASPP</li> </ul>	TK - 8	1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention	<p>iReady tracks whether students are “on”, “above”, or “below” level for each trimester</p> <p>Growth goals are set after the first diagnostic assessment and students are tracked as meeting or not meeting growth</p>

Assessment	Description	Grade Levels	Frequency	Performance Expectations
				Students divided into Performance Profiles; profiles correlated to Tiers 2 and 3 in GCS RTI system have intervention progress goals that are also monitored

\* The iReady assessment is the school-wide, outside math assessment currently in use by GCS. However, GCS may choose to select an alternate assessment program from the state's list of Diagnostic Assessments that meet the criteria set by Education Code Section 60644 (<http://www.cde.ca.gov/ta/tg/ai/gd2mathtbl1.asp>)

#### School-wide Locally Created Assessments

Unit benchmarks in both English language arts and mathematics will occur approximately twice per trimester and are developed locally, using resources from adopted curriculum, from the state's Digital Library, and test blue prints/item descriptors available from the Smarter Balanced Consortium.

While mathematics contains both fluency and conceptual questions, English language arts benchmarks assess reading, writing, and language domains. These assessments are designed by teachers during professional development and are based on the Common Core standards instructed for that unit. Teachers align their unit benchmarks along a common matrix that has been vertically articulated for grades Kindergarten through 8<sup>th</sup> grade, including factors such as length, number of passages to include, question format types (e.g., short answer versus multiple choice) and numbers of items from each category of Webb's Depth of Knowledge.

Teachers will also design performance tasks to be included in their unit benchmarks that fuse concepts across disciplines. These assessments will be reviewed with department leaders for feedback to ensure alignment and appropriate rigor for all grade levels. Data will also be debriefed in departments to create action plans aligned to student data, which occurs during professional development.

#### Other Formative Assessment

In addition to school-wide assessments, teachers use a variety of other formative assessments. These include component assessments of adopted curricula (e.g. rubrics included with Writer's Workshop Units of Study, science performance assessment included in FOSS science kits, a quiz included with the Singapore math curriculum) as well as teacher created checklists and rubrics (commonly used for assessment in Speaking & Listening, ELD, Visual Arts, and Dance).

## **Data Analysis and Reporting**

Gabriella Charter School will utilize a student information system (SIS) called Illuminate Education that has the capacity to capture data and create a variety of reports and analyses regarding student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. Data for all state assessments as well as other key data points (Fountas & Pinnell reading benchmark levels, CORE and DIBELS reading assessments, scores on trimester benchmarks, report card grades) are stored and can be accessed and analyzed using Illuminate. Illuminate training for teachers, instructional aides, and administrative staff is a priority for the school. This tool allows teachers to analyze results of assessments and use this information to inform their teaching, as well as allowing instructional leaders to evaluate the efficacy of the school's program and make adjustments as necessary. The Director of Operations and Strategy and Director of Instruction of Gabriella Charter Schools share responsibility for implementation and effective use of Illuminate at GCS, with the Director of Operations and Strategy supervising the technical roll-out of the system at the site and overseeing ongoing maintenance and use of the site for attendance, maintenance of student data, and compliance reporting. The Director of Instruction will be responsible for training instructional staff in the use of Illuminate for tracking and analyzing academic data.

Both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results, faculty and staff utilize test results along with other assessments to determine student's academic needs, and create individualized learning plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.

School leaders and groups of teachers will analyze assessment data at least monthly (i.e., during check-ins with administration team and teachers, at PD meetings, at the end of trimesters, during SSTs and IEP meetings) from the perspective of teacher education. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. GCS staff will participate in professional development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff is trained on how to interpret different data points and engages in critical analysis of assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. For example, an end-of-trimester analysis of data might reveal that students with IEPs across grade levels are having difficulty meeting speech and language IEP goals, and that based on trimester benchmarks, these students are also having difficulty mastering specific language standards. As a result, special education staff might provide development to classroom teachers on specific strategies to be used in the general education setting to support speech goals, and co-planning between general education and special education staff might focus on aligning IEP goals and classroom interventions to target areas of greatest need. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC) and.
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally

This data is reported to the Gabriella Charter Schools Board through reports at Board meetings and maintenance of a performance dashboard tracking key school metrics over time. School-wide data is shared with parents through newsletters and parent meetings (coffee with the principal, EL parent meeting, Title I meeting), with staff at professional development sessions, and with staff/students at School Meetings and in signage posted on campus.

## **Grading, Progress Reporting, and Promotion/Retention**

### **Grading Policy**

1<sup>st</sup> – 8<sup>th</sup> grades use the following grading scale for academic subjects, including for dance and other arts courses

<b>Grade</b>	<b>Range</b>	<b>Descriptor</b>
A+	96 – 100 %	Exceeds Standards
A	90 – 95%	Meets Standards Plus
B	80 - 89%	Meets Standards
C	70 – 79%	Approaches Standards
D	60 – 60%	Minimal Progress Towards Standards
U	0 – 59%	Does Not Meet Standards

K/TK uses the following grading scale:

<b>Grade</b>	<b>Range</b>	<b>Descriptor</b>
4	90 – 100%	Exceeds Standards
3	80 - 95%	Meets Standards
2	60 – 79%	Approaches Standards
1	0 – 59%	Does Not Meet Standards

Customized TK report cards will be used, in which scores will be given only for the identified benchmark skills listed in Element 1, under Transitional Kindergarten.



ELD grades are reported on a scale of 1-4 using the following rubric:

Grade	Range	Descriptor
4	Portfolio Scores average > 3.5	Advanced Progress
3	Portfolio Scores average between 2.5 – 3.5	Good Progress
2	Portfolio Scores average between 1.5 – 2.5	Partial Progress
1	Portfolio Scores average to < 1.5	Limited Progress

English Language Development grades are determined through maintenance during the trimester of a portfolio containing work samples and assessments based on ELD standards. Progress towards each standard covered during the trimester is evaluated on the 1-4 rubric and an overall grade is calculated.

At the beginning of each school year, instructional staff meet in grade level clusters (TK/K-2, 3-5, 6-8, arts teachers) to create grading matrices for each grade/grade span and each subject reported on the report card. Teachers determine: 1) The categories within each gradebook (e.g. benchmark assessments, formative assessments, labs, group projects); 2) The weight of each category to be used in calculating a final grade and 3) The appropriate minimum number of assignments for each assignment category. These grading matrices are approved by instructional leaders, and teacher grade books within Illuminate (SIS) are reviewed to ensure alignment with matrices.

#### **Type/Frequency of Progress Reporting**

GCS will issue a school-designed report card, created through the Illuminate SIS, three times a year, and teachers schedule teacher-parent conferences to discuss these reports twice during the year. Grades on report cards are aligned with California State Standards for content skills and English Language development.

Parents may also receive a progress report at the mid-point of each trimester, and are invited at this time to conference with instructional staff to address any concerns.

In addition, parents receive all results of state-mandated testing programs within mandated timelines, and are provided with translated explanations of their student's progress. Parents are specifically invited to ask questions regarding their child's CELDT (to be replaced with ELPAC) results each year at an EL parent meeting scheduled after the distribution of results. Parents are specifically invited to discuss their child's results for CAASPP testing at a Coffee with the Principal meeting in September, at the annual Title I parent meeting, and at Back to School Night.

#### **Promotion/Retention**

Gabriella Charter School has a standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). The law requires that all Boards of Education adopt a policy that establishes criteria regarding promotion and mandatory retention of students at specific grade levels, and Gabriella Charter Schools will follow its adopted promotion and retention policy to ensure that students demonstrate achievement of grade level standards before being promoted to the next grade. Generally, this policy affects students in grades 2 through 8. However, GCS

will also give careful consideration to the possible retention of students in grades K and 1 who appear to be at high risk for failure if promoted.

#### *Criteria for Promotion*

- English proficient students in grades 2-8 must meet minimum grade level standards in English Language Arts and in grades 4 - 8 in Mathematics. Minimum grade level standards are defined as grades of A, B, C, and D.
- English Learners not meeting minimum grade level standards can show adequate progress in English Language Arts by advancing one ELD level per year
- Students with disabilities will meet the criteria as indicated in the IEP

#### *Interventions to Support Promotion*

At risk students are identified early in the school year through classroom and school-wide data analysis and/or the COST team referral process, as described in Element 1 under **Reaching All Students**, and offered a variety of interventions for assistance:

- Classroom instruction with the teacher assisting students in small groups and individually.
- Additional instruction providing academic support for students both during and beyond the regular instructional day, assigned as part of Tier 2 or Tier 3 interventions, described under **Reaching All Students** (Element 1).
- Summer School/Intersession programs may occur during school breaks, pending availability of funding

Students who do not meet the criteria for promotion will be retained unless teachers, parents and administrators determine retention is not appropriate.

During the retention year, students will participate in on-going interventions and be monitored through the COST and/or SST process.

#### *Steps Towards Retention*

If a student is not making adequate progress and is in danger of not meeting promotion criteria by the end of the academic year, the school will notify the parent in writing and will also contact the child's parent by phone or in person during trimesterly parent conferences, and at a minimum before April 1. Before April 1 of the current year, the child's teacher will consult with the principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. However, the School may retain students without parental consent in accordance with the Gabriella Charter Schools retention policy and the California Department of Education; should parents disagree with the retention decision of the Principal, they may follow the appeals process below. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made, following the process outlined below.

#### **1. Educational Plan**

Teachers with support of the Principal or Literacy and Intervention Specialist will develop, for each student identified as at risk for retention, an education plan, no later than the mid-point of trimester 2 including highlighted, time-tracked areas of need in reading, writing and mathematics and appropriate learning goals for the student to be met before the end of the school year. This may occur as part of the SST (Student Success Team)

process.

## **2. Retention Documentation**

Teachers will document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the principal. Teachers and/or administrators will maintain records of school parent communications, including a signed parent notifications.

### **a. Data Gathering Instruments**

The following data will be gathered:

- 1) Assessment data as appropriate to grade level
- 2) Report card scores and comments
- 3) Samples of representative work as compared with proficient work at the same grade level
- 4) Written summary of student's strengths and weaknesses
- 5) Other important information (e.g. socio-emotional and social considerations pertinent to the student)

### **b. Location and Storage of Records**

In the event the student is retained, the retention documentation will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder documentation will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention documentation will accompany the cumulative file.

## **3. Parent Notification Process**

Parents are notified through teacher conferences, progress reports, and end of trimester report cards when their child is at risk of not meeting grade-level standards for promotion.

## **4. Retention List**

On or before April 15 of the current year, the COST (Coordination of Services Team) will review a list of any student being considered for retention.

## **5. Retention Decision Making Process**

A final decision regarding a retention will be made by the Principal at a retention meeting to take place during the second half of the final trimester of the school year, where all relevant data and documentation will be reviewed. Parents are invited and encouraged to attend.

## **6. Parent/Guardian Retention Signature Form**

Parents are given a Parent Retention Signature Form outlining the school's final decision regarding retention no later than 15 days prior to the last day of instruction. Parents must sign and return the form indicating their agreement or disagreement with the recommendation to retain (in the case of a recommended retention) or their agreement or intent to appeal (in the case of a retention). Students at Gabriella Charter School will not be retained more than once in a Kinder through 8<sup>th</sup> grade span.

**7. Parent/Guardian Appeals Process**

Parents may appeal a decision to retain a student by submitting the Parent Signature form, indicating disagreement and the reasons for objecting to the retention. To appeal a required retention, parents or guardians appear before the Board of Directors of Gabriella Charter Schools. Information is presented by parents and by the principal and the Board of Directors makes a decision to either support or overturn the retention requirement.

**8. Academic Monitoring of Retained Students**

The student's classroom teacher will create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. Progress of retained students will be monitored through the COST process, and in cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.

## Element 4 – Governance

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>1</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all

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

persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. 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.

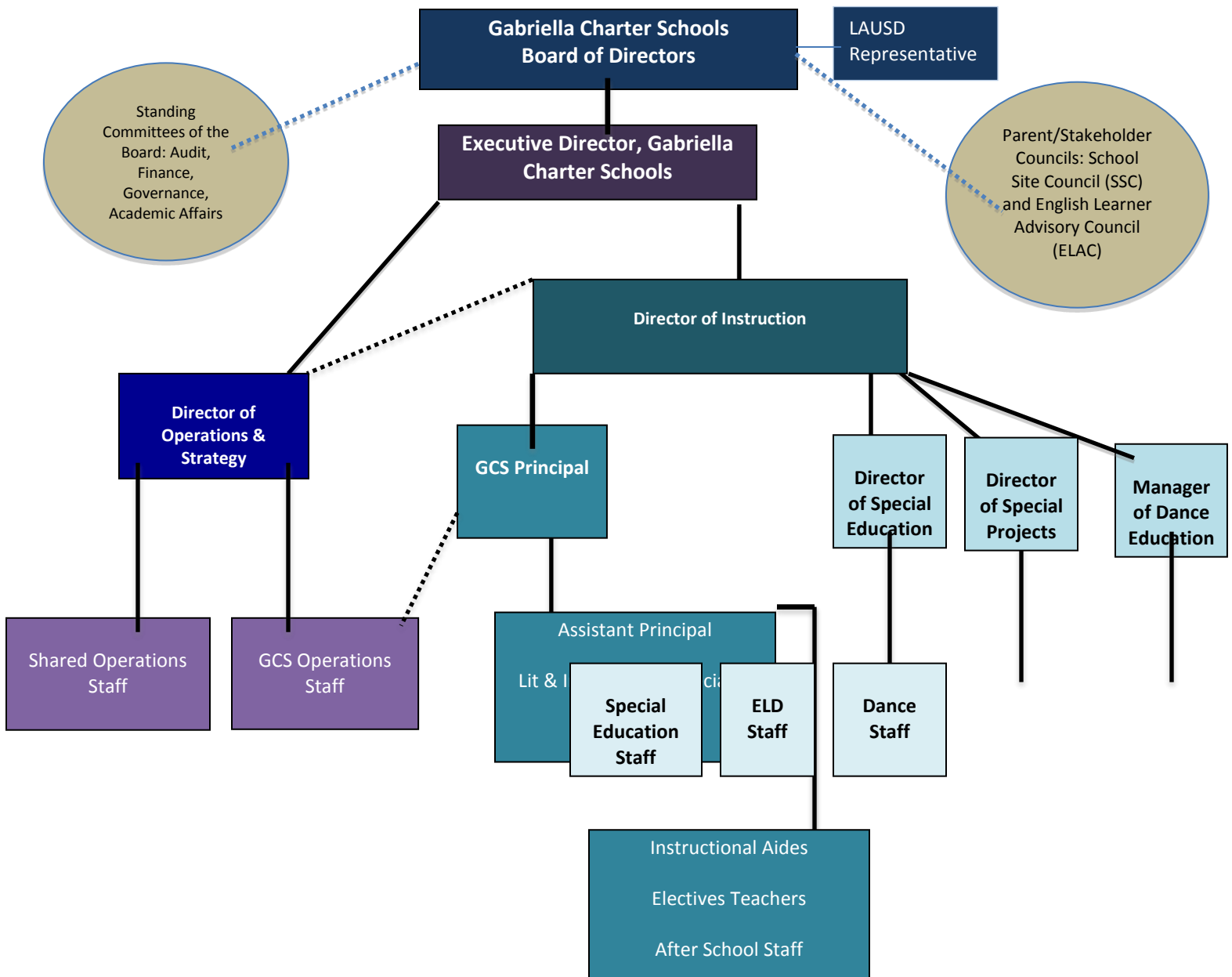
### **Governance Structure**

Gabriella Charter Schools, a 501(c)(3) nonprofit corporation shall operate Gabriella Charter School according to the terms of this charter, bylaws and articles of incorporation.

The school's organizational chart is as follows. Please further note that Gabriella Charter Schools Board includes the Audit Committee and other standing committees as permitted by the Bylaws. These committees currently include: Governance and Finance.



## Organizational Chart: Gabriella Charter School



The Corporation's Board will be fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the Executive Director, in relation to charter school

functions;

- Monitor student achievement to ensure progress toward and fulfillment of the schools' mission;
- Engage in ongoing strategic planning;
- Approve and monitor the schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school;
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of GCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Such other duties and activities as may be needed, in accordance with the Corporation's Bylaws, this charter, and all applicable laws.

The Executive Director reports to Gabriella Charter Schools Board and is responsible, with the Board, for ensuring that the Charter School fulfills its charter, in addition to being ultimately operationally responsible for all aspects of the organization and its schools. This position is the primary staff of the Board and is responsible for ensuring that the Board receives updates and information on the Charter School's progress. The Executive Director hires and evaluates the Director of Operations and Strategy and the Director of Instruction.

The Director of Instruction will hire and evaluate the Principals of Gabriella Charter School and Gabriella Charter School 2, as well as oversee other high-level shared instructional staff (e.g. Director of Special Education). This position will coordinate the collection and analysis of academic data, and use the results to guide professional development and make decisions regarding programs and resources.

The Director of Operations and Strategy is responsible for ensuring that all non-academic functions of the school (e.g. facilities, technology, purchasing, Human Resources, data reporting) function in a way that supports the school's fulfillment of its educational mission and allows the school to comply with all applicable law/policy. This position will manage all shared Operations staff, as well as Operations staff specific to Gabriella Charter School.

## **Governing Board Composition and Member Selection**

### **Composition**

In accordance with the Bylaws of the Corporation, the Board of Directors will be comprised of five to fifteen Directors. The Board shall strictly adhere to the terms of the Bylaws and Conflict of Interest Code and Policy, included in Tab 6.

The Corporation's Board composition, as prescribed in its Bylaws, is as follows:

For the first 10 years of the Corporation's operation, one Director shall be appointed by the "Founder," Liza Bercovici, the mother of Gabriella Axelrad, in whose memory this corporation is established<sup>2</sup>;

The Gabriella Foundation, from which Gabriella Charter Schools emerged, acting as a "designator" in accordance with Sections 5220-5222 of the California Corporations Code, shall designate Directors to the Gabriella Charter Schools Corporation in a number that shall constitute a majority less one of the Corporation's Directors; and

The remaining Directors shall be elected or re-elected by the Corporation's Board.

Thus, for example, if there are seven Directors on the Corporation's Board, one of these will be appointed by the Founder, three will be designated by the Foundation, and the remaining three will be elected or re-elected by the Corporation's Board.

By way of background, the Foundation, which Liza Bercovici established to operate the non-profit community-based dance program she created in 2000 in her daughter's memory, provides additional financial support as needed for the dance outlays of Gabriella Charter School. Providing dance to underserved children and youth in Los Angeles is the core mission of the Gabriella Foundation. The Foundation is not represented on the organizational chart above, based on legal advice, as the Foundation does not approve School budgets or make School purchase decisions, and is not involved in any way in School hiring or employee termination decisions or in creation of any School policy or strategy.

In the event that a representative of the District serves on the Board, the number of allowable directors is increased by one, per the Corporation's Bylaws.

### **Selection**

Directors are elected for a two-year term, or remain in office until a successor member has been elected.

At all times, the Board will be comprised of Directors who offer a diverse range of experience in education, non-profit management, finance, business, law, facilities and other areas of expertise.

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<sup>2</sup> Per Article X of the By-Laws of Gabriella Charter Schools, Liza Bercovici, as the founder of the school, named after her daughter Gabriella, has the right until June 30, 2023, unless earlier terminated, to designate one Director of the Board, which Board shall have a minimum of five members and a maximum of fifteen members. This right to designate one director may be assigned by the Founder to the Founder's husband or two sons, but only through June 30, 2023, after which the right lapses.

Desirable qualifications for Board Members include:

1. Particular expertise or professional experience complementing the expertise of the existing Board.
2. Particular expertise or professional experience in curriculum design and oversight.
3. Prior board service or leadership experience.
4. Diverse perspectives to help the Board maximize its ability to learn and grow. This includes nationality; gender; age; ethnicity or cultural heritage.
5. Familiarity with the educational landscape in the Los Angeles region, and/or at the state and national level
6. Commitment to and appreciation for the value of arts education
7. Capacity to attract new resources to the school.

The need to select/add a Board member may arise upon the resignation or removal of a current member, as described in the Corporation's Bylaws. At other times, changes in the organization (e.g. growth, change in location of a school site) may create a mismatch between the expertise of the current composition of the Board and organizational needs. In these situations an additional member (not to exceed the overall membership limit of 15) may be recruited and appointed to the Board.

In order to ensure that the composition of the Board is consistently in line with the needs of the organization, the Governance Committee considers candidates year-round, making an effort to reach outside the circle of acquaintance of those currently on the Board. On at least a yearly basis, the skills, experience, and other general and special strengths needed on the Board are identified and it is determined which particular individuals would bring these skills. The Governance Committee develops a list of qualified individuals who understand the requirements of charter school governance, will further the mission of Gabriella Charter Schools, and bring to the Board a variety of different perspectives and skills.

Composition of the Governance Committee consists of Board Members of the Corporation's Board, per Article IV, Section 1 of the Corporation's Bylaws. Members of the Governance Committee are selected by majority vote of the Corporation's Board. See Article IV, Section 5 of the submitted Bylaws, e.g. "The chair and members of a committee shall be appointed by a majority vote of the Directors then in office." By inclusion in this Petition, however, the requirement to maintain the Governance Committee (or any other identified Board committee) and to follow the board member selection process described in this Petition, is legally binding on the Corporation for the five years of the charter.

The existence of the Governance and other Board Standing Committees is described in the paragraph preceding the Organizational Chart above.

The process of recruiting and selecting members of the Corporation's board is described below:

Any member of the Board can refer a potential candidate to the Board's Governance Committee, which will adhere to the following procedure<sup>3</sup>:

1. The Executive Director, the referring Board Director, and the School Principal(s) will meet with the potential candidate.
2. If the candidate is deemed a good fit, the candidate's resume will be forwarded to all members of the Governance Committee. The Committee Chair will schedule a meeting with the candidate for Governance members and the Board President to assess the candidate's qualifications, ensure no conflicts of interest exist (or that if any exist, they can be managed), and to orient the candidate to the responsibilities of board service. This process may involve external assessment of the candidate's qualifications.
3. The Governance Committee will ensure that a candidate is informed if the Committee chooses not to advance his/her nomination. If the candidate's nomination is advanced, the Chair of the Governance Committee will request a vote of the full Board at its next scheduled meeting.
4. The candidate's information will be forwarded to the full Board at least a week in advance of the vote. Any interested Directors can opt to contact the candidate prior to the meeting.
5. At the Board meeting, the referring Board Director shall present the candidate to the Board for discussion and a vote.
6. Vacancies on the Board may be filled by approval by a quorum of Board Directors.

### **Orientation and Ongoing Training**

When new members join the Board, The Board President and Executive Director are responsible for providing an Orientation covering the Board Bylaws, Conflict of Interest Policy and Code, annual Board goals and a Brown Act training. New members also tour school sites and meet key staff and stakeholders (e.g., School leadership, School Site Council members). Each year ongoing training and board development occurs at a Board retreat. In addition to annual training on the Brown Act, retreat topics might include updates on laws and regulations impacting charter schools, exploration of best practices for each of the board's key responsibilities (e.g. financial oversight) or board development activities.

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<sup>3</sup> This process applies unless the potential candidate has been designated by The Gabriella Foundation, in which case the candidate also meets with the Executive Director and the School Principal but the Foundation's Governance Committee vets the candidate pursuant to a process similar to the one used by the Corporation's Governance Committee. In the case of the Founder appointee, it is solely at the discretion of the Founder

## **Governance Procedures and Operations**

### **Meetings and Committee Procedures**

#### *Location and Frequency of Meetings*

The Corporation's Board will meet bi-monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Board meetings will be held in locations accessible to the public and within the jurisdiction of LAUSD; locations may rotate in order to ensure that parents, staff and community members have equitable access to meetings. The schedule for regular Board meetings will also be included in the school's calendar that will be distributed to all parents. Meeting schedules for a standing Audit Committee and any additional standing and special Committees deemed necessary will be adopted by individual committees. Copies of Board meeting and minutes will be available upon request in the main office of GCS and will be posted on the website of GCS and/or the website of Gabriella Charter Schools.

The function and composition of the Audit Committee is set forth in Article IV, Section IV of the Corporation's Bylaws:

**"AUDIT COMMITTEE.** The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee...Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm."

Members of the Audit Committee are selected by majority vote of the Corporation's Board. See Article IV, Section 5 of the submitted Bylaws, e.g. "The chair and members of a committee shall be appointed by a majority vote of the Directors then in office." The existence of the Audit and other Board Standing Committees is described in the paragraph preceding the Organizational Chart above.

#### *Annual Calendar*

The schedule of Board Meetings for a school year will be approved by the Board at the final meeting of the preceding school year. The Executive Director drafts a schedule and presents it to the Board. The schedule is approved by a Board vote and the calendar is publicized on the GCS website ([http://gcs1.gabriellacharterschools.org/apps/pages/index.jsp?uREC\\_ID=287667&type=d&pREC\\_ID=541742](http://gcs1.gabriellacharterschools.org/apps/pages/index.jsp?uREC_ID=287667&type=d&pREC_ID=541742)). Composition of the Board's standing committees is developed by the Board Chair in consultation with other Board members and the Executive Director and approved by Board Action. Meeting schedules for the Board's standing committees are determined by committee

chairs; meeting times, locations and agendas are publicized 72 hours in advance as required by the Brown Act. Committee meetings are Brown Act compliant.

#### *Agenda Locations*

Agendas for regular meetings and committee meetings will be published in advance and distributed to each member of the Board and will be posted on the Charter School website and/or the website for Gabriella Charter Schools and near the entrances of GCS and at the entrance of GCS main office for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

#### *Brown Act Compliance*

In order to ensure compliance with the Brown Act, all Board Members and key staff who participate in Board meetings and communication will participate in training on the Brown Act and the Gabriella Charter Schools Bylaws. This will occur yearly at a Board retreat and/or regular Board meeting and will be conducted either by an outside expert or a highly trained staff member (e.g. Director of Operations and Strategy). The Board President and Executive Director are responsible for ensuring the Board acts in compliance with the Brown Act.

#### **Decision-making Procedures**

Decisions of the Board are made by majority vote of its members, provided requirements for a quorum are fulfilled. A majority of the Directors then in office will constitute a quorum of the Board.

The Gabriella Charter Schools Board will follow the Brown Act and basic parliamentary procedure with regards to abstentions. Abstentions will be recorded along with votes for all actions taken by the Board.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it will post agendas at all teleconference locations, and each teleconference location will be identified in the notice and agenda of the meeting. Each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the Board will participate from locations within the boundaries of the LAUSD. Votes taken during a teleconferenced meeting shall be by roll call.

#### **Stakeholder Involvement**

The School Site Council (SSC) of GCS will be the primary means through which parents and staff participate and give input into the governance of the school.

Led by the Principal, the School Site Council is an advisory body to the Board of Directors comprised of at least 10 members, elected by their peers.

- Two (2) classroom teachers
- Two (2) out of classroom staff /faculty members (at least one must serve in a classified position)
- Five (5) parents or community members
- The Principal shall be an ex officio member of the school site council.

The Principal may invite other stakeholders to act in an advisory capacity at the GCS School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process. Following each meeting, council members report to their respective stakeholder groups. The chair of the SSC is invited to present to Gabriella Charter Schools Board at least once annually.

While the model of decision-making at Gabriella is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Executive Director holds final authority in all matters pertaining to operations and the Director of Instruction has final authority in all matters pertaining to instruction.

The School Site Council and other stakeholders will be consulted by leadership in development of the School's LCAP. The process followed is as outlined below:

1. Goals are presented to stakeholder groups, and feedback is sought from the following groups:
  - School Site Council
  - Administrative team, including the Principal, Assistant Principal, and other instructional specialists (e.g., Literacy and Intervention Specialist)
  - Teaching Staff
  - Other Staff
  - Parents at Coffee with the Principal meeting(s)
  - Gabriella Charter Schools Board
2. LCAP Team meeting to gather feedback on priority areas.
3. Draft LCAP distributed for comment
4. Final LCAP distributed to the Gabriella Charter Schools Board; Gabriella Charter Schools Board approval of final LCAP

Other parent involvement strategies that GCS will employ include:

- Several parent workshop nights each year in which all full-time instructional staff present on topics based on parent interest/need
- Several targeted meetings each year providing important information and parent education for parents of specific populations (middle school, English Learners)
- Opportunities for parents to serve on ELAC (English Learner Advisory Council)
- Parent Satisfaction Survey
- Monthly Coffee with the Principal Meetings
- Regular parent newsletters
- Multi-media communication strategy including mail, e-mail, text messaging, "robocalls," and regular parent meetings.
- Frequent opportunities for parent involvement in school activities
- Daily engagement/volunteer opportunities on campus



The Charter School's website will be used to support stakeholder involvement through posting of the school calendar and monthly newsletter, posting of School Site Council and ELAC agendas and meetings, and positing of contact information for school personnel.

Since 2015, GCS parents have participated in a Parent Association, which is not a separate non-profit organization from the Charter School. Parents have formed the association and created Bylaws that include a process for membership, for election of officers, and for internal decision-making. Because the Parent Association operates under the Charter School's purview, all activities and fundraising are approved and monitored by School Administrators. The Parent Association seeks to promote parent stakeholder involvement in school activities and parent education opportunities; the Principal annually reviews the Parent Association structure and effectiveness and reserves the right to revise structures and processes, with parent input, for the benefit of the Charter School.

## Element 5 - Employee Qualifications

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

## Employee Positions and Qualifications

Gabriella Charter School will select professionals who share the educational philosophy of the school and who are willing to collaborate and work hard to improve the educational outcomes of every student enrolled. All leaders, teachers and staff are committed to providing academic and artistic opportunities for the students and families of the school.

### School Employee Positions

The following positions will be staffed in order to ensure that Gabriella Charter School is able to fulfill its mission, vision, and charter.

Position	Type
Executive Director	Administration
Director of Operations and Strategy	Administration
Director of Instruction	Administration
Director of Special Education	Administration
Director of Special Projects	Administration
Manager of Dance Education	Administration
Principal	Administration
Assistant Principal of Culture	Administration
Literacy and Intervention Specialist	Certificated Instructional Support
School Counselor	Certificated Instructional Support

<b>Position</b>	<b>Type</b>
School Psychologist	Certificated Instructional Support
Teacher (Includes ELD Teacher)	Certificated Instructional
Resource Teacher	Certificated Instructional
Non-Core Teachers (e.g. Art, Music, Dance, Technology)	Certificated or Non-Certificated Instructional
Intervention Instructor	Certificated or Non-Certificated Instructional
Instructional Aide	Non-Certificated Instructional
Operations Associate	Non-Certificated Operational
Student Records Manager	Non-Certificated Operational
Administrative Assistant	Non-Certificated Operational
Plant Manager	Non-Certificated Operational
Custodian	Non-Certificated Operational
Information Technology Coordinator	Non-Certificated Operational

## Position Descriptions and Qualifications

### 1. Executive Director

#### Position Overview

The Executive Director reports to the Gabriella Charter Schools Board and is responsible, with the Board, for ensuring that the Charter School fulfills its charter, in addition to being ultimately operationally responsible for all aspects of the organization and its schools.

#### Responsibilities

- Work alongside Board of Directors of Gabriella Charter Schools to implement and develop strategic priorities
- Ensure Gabriella Charter School complies with the terms of their charters and with all applicable laws and regulations
- Oversee the overall operations of the Charter School
- Oversee the overall fiscal management of the Charter School
- Hold ultimate responsibility for the hiring, evaluation, discipline and termination of Charter School faculty and staff
- Report to the Board of Gabriella Charter Schools on the progress of Gabriella Charter School in achieving School metrics
- Act as a liaison to external partners
- Represent Gabriella Charter School at public meetings/forums
- Serve as the primary liaison between the organization and various governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.
- Serve as primary staff to the Board of Gabriella Charter Schools
- Negotiate, review, monitor and evaluate all contracts
- Supervise the development of an annual budget and present it to the Board of Gabriella Charter Schools
- Monitor and control budget throughout the year

- Consult with legal counsel when necessary
- Recruit and Evaluate Leadership (Director of Operations and Strategy, Director of Instruction), as well as Principal if Director of Instruction position is not staffed
- Consult with legal counsel when necessary concerning personnel matters
- Identify and establish relationships with new funding sources re replication, expansion and new capital projects
- Serve as a primary contact for foundations and granting agencies
- Oversee donor recognition
- Represent Gabriella Charter Schools and elevate the profile of GCS in the community.

### **Qualifications**

- Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Ability to effectively articulate the mission and philosophy of Gabriella Charter Schools and represent the organization to the larger community
- Ability to work effectively with all stakeholders, including staff, students, parents and board members.
- Ability to create a culture of high expectations and student achievement within the Gabriella Charter School community
- Ability to attract and retain a high-performing team
- Ability to fundraise effectively on behalf of Gabriella Charter Schools
- Ability to participate in budget planning and oversight
- 5 years of executive-level experience in an education or non-profit setting preferred
- Bachelor's degree required, master's or doctorate degree in relevant field (e.g. Ed.D, LLD, MBA) strongly preferred
- Bilingual (English-Spanish) preferred

## **2. Director of Operations and Strategy**

### **Position Overview**

Reporting to the Executive Director and the Director of Instruction, the Director of Operations and Strategy is responsible for all matters of school administration that do not directly relate to instruction for Gabriella Charter School. The Director of Operations and Strategy supervises and oversees Office Team(s), IT Staff(s), Plant Manager(s), and Custodian(s). The Director of Operations and Strategy plays a leadership role in executing plans for current excellence and future growth.

### **Responsibilities**

#### *Finance, Budget, and Bookkeeping*

- Prepare and manage the school budget in conjunction with Principal
- Participate in monthly meetings to review financials and account for budget variances
- Liaise with back office provider in managing accounting functions, including cash position reports and investments

- Ensure adherence to fiscal policies and best practices
- Oversee annual tax filings and financial audit process
- Oversee and approve accounts payable, and accounts receivable

#### *Human Resources*

- Oversee recruiting and hiring process, including background checks and teacher certification
- Oversee and approve semi-monthly payroll process and report
- Serve as risk management officer for GCS and ensure emergency preparedness
- Coordinate annual renewals for liability insurance (health, liability, worker's comp, etc.)
- Serve as point person for employee relations issues and grievances, employee leave, and benefits
- Ensure that compliance requirements and timelines are met, including reports to the District, Los Angeles County, California Department of Education, and US Department of Education

#### *School Administration*

- Oversee records management to ensure that student records are properly maintained and updated
- Oversee coordination of the annual admissions lottery
- Manage school purchasing process by approving orders with vendors, tracking delivery, and maintaining inventory
- Work closely with Office Manager on compliance report completion and ensure school operations staff complies with student information processes and procedures
- Support the Executive Director and Principal with analysis and reports as needed
- Ensure that Gabriella Charter School is adhering to all local and State compliance and reporting requirements, including school attendance
- Oversee Office Manager in managing schools' supply and asset inventory
- Refine performance review standards and procedures and oversee compensation guidelines and benefits
- Supervise Office Manager, Records Manager, and other Operational positions (may be co-managed with site principal)

#### *Facilities and Maintenance*

- Oversight of all facilities management
- Support and coordinate school maintenance projects and schedules
- Manage shared space as relates to the LAUSD co-location shared use agreements

#### *Technology*

- Manage the technology resources (i.e., Illuminate) and funding (i.e., E-rate) of Gabriella Charter Schools
- Supervise Information Technology

#### *Oversight*

- Support the executive director in developing annual school fundraising objectives and plans, assist in identifying and stewarding donors, and oversee communications to donors and funders
- Lead knowledge management throughout the organization

**Qualifications**

- Personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Strong work ethic
- Data analysis skills (e.g., advanced Excel, preparing data reports)
- Experience managing people as well as functions
- Detail-oriented and highly organized
- Proven ability to relate to people at all levels of an organization, including families, community partners, and donors
- Self-directed with the ability to work both autonomously and in groups
- Bilingual (Spanish/English) preferred
- At least 3 years of management experience in a fast-paced, entrepreneurial environment
- Successful past experience managing adults
- Bachelor's degree required, master's degree in relevant field (e.g. MBA) strongly preferred
- Experience with data management systems like CALPADS, Illuminate, and E-Rate program

**3. Director of Instruction****Position Overview**

Reporting to the Executive Director, the Director of Instruction is responsible for all matters of school administration related to instruction at Gabriella Charter School. The Director of Instruction supervises and oversees School Principals, the Director of Operations and Strategy (who has dual-line reporting to the Executive Director), the Director of Special Education, the Director of Special Projects, and the Manager of Dance Education. The Director of Instruction plays a leadership role in executing instructional plans for current excellence and future growth, and supports school leadership to ensure success for all students

**Responsibilities***Instructional Leadership*

- Establish and support instructional vision and priorities at all schools
- Promote instructional alignment within and among campuses to achieve organizational goals
- Ensure that effective teaching practices are implemented at Gabriella Charter School
- Establish system-wide and school-specific metrics of excellence for instructional goals and coach school leaders to achieve success in goal progress
- Identify key levers for growth at the Charter School and coach Principal to develop plans to meet growth goals
- Supervise and evaluate leadership positions including Principal, Director of Special Education, Manager of Dance Education, Director of Special Projects, and Director of Operations and Strategy.
- Support and coach these personnel to ensure key instructional goals are met
- Assist Principal in building positive community relationships

- Provide strategic consultation to Principal and other organizational leaders to develop leadership
- Monitor and evaluate Common Core-based curriculum
- Ensure master schedules and academic programs reflect charter promises and Board-established instructional goals
- Support Principal in onboarding new teachers at schools

#### *School Culture*

- Monitor school culture and promote a positive work environment by coaching Principal around key faculty culture metrics
- Support staff retention by implementing site-specific and system-wide supports and recognition
- Evaluate and implement student socio-emotional education and behavior management approaches that create a healthy, positive school culture
- Support diversity at all levels – school leaders, directors, teachers, staff, parents, and students – through recruiting and school-specific supports
- Lead drafting of Parent–Student Handbook that reflects the mission and goals of the organization and ensures compliance within legal framework

#### *Talent Management*

- Develop and implement faculty recruiting strategy at Gabriella Charter Schools
- Establish performance evaluation criteria for all faculty in the organization, including Principal, Directors, and teachers
- Evaluate and give feedback to Principal, Directors, and select teachers
- Create and implement professional development scope and sequence for school leaders
- Promote a culture of continuous learning amongst all faculty, including co-designing professional development scope and sequence and co-planning/delivering teacher professional development at all sites
- Lead initiative to maintain positive employee relationships at all sites
- Develop the Teacher Policies and Procedures Handbook, and support development of the Staff Handbook
- Coach and support Principal and organizational leaders with HR issues as they arise

#### *Operations and Compliance*

- Set school calendar and instructional minutes and submit to the Board for approval
- Ensure all faculty are appropriately credentialed
- Support Principal in LCAP and SSD development
- Assist development of program-related school budgets aligned with school goals

#### *Strategic Planning and Oversight*

- Lead WASC accreditation process for all sites
- Attend and present at Gabriella Charter Schools Board meetings
- Lead Academic Excellence Board Committee meetings
- Assist the Executive Director in establishing key partnerships in the District, general public, and private sectors

### *Miscellaneous*

- Other duties as assigned by the Executive Director that support instructional excellence at Gabriella Charter Schools

### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Strong written and verbal communication skills and excellent presentation/facilitation skills
- The ability to interact and forge relationships with students, parents, staff and community members
- Capacity to create and oversee complex systems
- Prior experience using data and systems to gather, assess and analyze information
- Bilingual (Spanish/English) preferred
- At least 4 years of urban teaching experience with English Language Learners and students with special needs
- Successful past experience leading adults as an principal, assistant principal, instructional coach or dean
- Bachelor's degree required, master's degree or administrative credential strongly preferred
- Knowledge of instructional best practices, policies, and law relevant to California public schools and specifically to charter schools

## **4. Director of Special Education**

### **Position Overview**

Reporting to the Director of Instruction, the Director of Special Education is responsible for all matters related to special education services at Gabriella Charter School. The Director of Special Education and Student Services leads the charge in ensuring that students identified with special needs reach ambitious IEP goals and make significant progress toward school-wide goals, and that the schools' programs are compliant with all applicable laws and regulations. The Director of Special Education supervises and oversees all special education staff at Gabriella Charter Schools, and oversees outside service providers (e.g. speech and language provider, occupational therapist).

### **Responsibilities**

#### *Instructional Leadership*

- Develop and articulate vision for special education instruction and support to all stakeholders, including developing and articulating strategies that ensure students with special needs can access core programming
- Ensure that differentiated teaching practices are implemented at Gabriella Charter School in both the general education and special education programming (e.g., through observation and feedback, modeling, consultation to faculty, etc.)
- Establish and monitor system-wide metrics of excellence for special education programming (e.g., IEP goal attainment tracking, SBAC/assessment sub-group data monitoring, etc.)
- Supervise and evaluate RSPs and other special education service providers (e.g., School Psychologist, Speech and Language Therapist, etc.), providing both formal and informal feedback to strengthen services for students



- Provide strategic consultation to Principal regarding special education programming
- Plan and provide professional development to faculty and staff related to special education
- Analyze individual student level data in order to support the creation of Individual Education Plans (IEPs)
- Recommend accommodations and modifications to support learning in all content areas

#### *School Culture*

- Support student socio-emotional education and behavior management approaches that create a healthy, positive school culture that supports students with special needs
- Participate in selected leadership team meetings and retreats
- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged leader in the school community

#### *Talent Management*

- Establish performance evaluation criteria for all special education faculty and staff (e.g., RSPs, service provider faculty, and Special Education Instructional Aides)
- Evaluate and give feedback to RSPs and service providers at all sites
- Promote a culture of continuous learning amongst all teaching faculty, including consulting Principal on professional development scope and sequence and co-planning/delivering teacher professional development at all sites
- Recruit special education staff as needed
- Work closely to develop working relationships with outside agencies and partnering organizations that will provide student services, resources, and training to increase student services and success for students with special needs

#### *Operations, Compliance, and Legal*

- Assist Principal in ensuring IEP timelines and services are timely and in compliance
- Ensure compliance with Federal, State, and LAUSD policies; prepare documentation and reports for annual CSD Oversight visit and District Validation Review (DVR)
- Ensure special education faculty and staff are appropriately credentialed/qualified
- Assist Principal in development of special education program-related school budgets; monitor special education-related expenditures and prepare documentation for special education-related grants
- Oversee the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers
- Attend select IEP meetings; review select psycho-educational reports as needed
- Lead Modified Consent Decree (MCD) teams; assess Special Education programming to ensure students receive appropriate services and monitor student outcomes
- Interpret and remain current on all Federal, State, and LAUSD/SELPA mandates for special education and ensure compliance across schools with those mandates
- Oversee placement in Special Day Classes, Non-public Schools, and Residential Treatment Centers as needed
- Lead in managing cases of informal dispute resolution and due process

#### *Miscellaneous*

- Other duties as assigned by the Director of Instruction that support special education services at Gabriella Charter Schools

### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience using data and systems to gather, assess and analyze information
- Bilingual (Spanish/English) preferred
- At least 4 years of urban teaching experience with English Language Learners and students with special needs
- Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
- Bachelor's degree required, master's degree or administrative credential strongly preferred
- Valid clear California teaching credential
- Highly Qualified status, as defined by currently applicable federal and state requirements
- Authorization to teach English Learners
- Knowledge of special education best practices, policies, and law relevant to California public schools

## **5. Director of Special Projects**

### **Position Overview**

Reporting to the Director of Instruction, the Director of Special Projects oversees the English Learner program at Gabriella Charter School, monitoring the EL sub-group to ensure they reach their academic potential. The Director of Special Projects also oversees our schools' comprehensive assessment program, as well as works with the Executive Director on projects related to authorization and replication. In addition to serving on the school's leadership team, s/he coaches several teachers, oversees all school student testing and assessment and monitors student progress as appropriate.

### **Responsibilities**

#### *Instruction*

- Hire, train, and manage English learner instructors and instructional aide(s) to provide comprehensive ELD instruction
- Plan and provide professional development related to English language learners for all Gabriella Charter School teachers, as well as lead professional development regarding school-wide assessment
- Observe lessons regularly and deliver targeted feedback to several teachers in their instruction for English learners
- Collaborate with teachers to plan units, lessons and assessments; regularly share feedback
- Ensure English language learners receive effective and appropriate instruction
- Design and implement systems of assessment across the school to ensure that students are being monitored for academic growth

#### *Strategic Planning and Oversight*

- Author charter petitions and other regulatory documents (e.g., Prop 39 application) as needed under the direction of the Executive Director
- Draft grant applications as requested by the Executive Director
- Co-lead WASC accreditation process at all sites with the Director of Instruction
- Attend and present at Gabriella Charter Schools Board meetings
- Participate in Academic Excellence Board Committee meetings or other committee meetings as needed

#### *Operations and Compliance*

- Oversee and coordinate the administration, scheduling, and reporting of State and Federal testing programs
- Ensure English language learner reporting and communications are accurate and complete
- Implement procedures to effectively oversee and assess English Language Learner programming
- Ensure ELAC teams are effectively operating at Gabriella Charter School; ensure meeting agendas and minutes are appropriately documented

#### *Talent Management*

- Hire, supervise, and evaluate all English learner faculty and staff

#### *Miscellaneous*

- Other duties as assigned by the Executive Director or Director of Instruction

#### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, Board, and community members
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Deep knowledge of effective instruction and experience managing instructional personnel as well as instructional processes
- Demonstrated relentlessness to meet organizational goals
- Self-directed with the ability to work both autonomously and in teams
- Bilingual (Spanish/English) preferred
- A minimum of 5 years of teaching experience at the elementary/middle school level
- At least 5 years of experience in a fast-paced, entrepreneurial environment
- Successful past experience as a school leader with a minimum three years of experience in administration
- Prior experience in developing policy and curriculum
- Bachelor's degree required; Master's degree preferred
- Valid California teaching credential with English Learner authorization required
- Highly Qualified status, as defined by currently applicable federal and state requirements

## 6. Manager of Dance Education

### Position Overview

Reporting to the Director of Instruction, the Manager of Dance Education is responsible for the instructional and creative leadership in the ongoing development and improvement of Gabriella Charter School's dance program. The Manager of Dance Education will be the outward face of arts instruction for the organization, and will help establish Gabriella Charter Schools as a leading organization in arts education in public schools. The Manager of Dance Education will supervise all dance staff, and will support the Principal in coaching both classroom and dance teachers to integrate movement with core content.

### Responsibilities

#### *Instructional Leadership*

- Implement and develop as needed according to State and school standards a comprehensive curriculum for grades K-8 that will expose students to charter-specified dance forms and make connections to academic content
- Review and approve teacher lesson plans and supervise grade reporting
- Attend and participate in School Leadership Meetings and report back to dance faculty

#### *Talent Management*

- Recruit and hire a staff of dance faculty that is professional, appropriately credentialed, experienced, and able to carry out the program's goals
- Teach a minimum of 10 dance classes weekly
- Coach dance teachers in best practices for classroom management, content delivery, and student engagement both consistently and effectively
- Create succession planning for the GCS dance program, including nurturing relationships for prospective teachers and leaders in our dance program
- Evaluate all dance teachers at Gabriella Charter School
- Prepare on-going professional development sessions for dance teachers and classroom teachers for pupil free days and/or weekly PD sessions at Gabriella Charter School
- Assess dance teachers' individual performances against established standards
- Observe dance teachers and provide on-going and formal feedback, including annual formal evaluations
- As necessary, implement performance improvement plans for dance teachers with the collaboration of the Principal
- Participate in applicable administrative team and Instructional Leadership Team meetings as requested by Principal

#### *School Culture*

- Coordinate events that showcase dance instruction at Gabriella Charter Schools
- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged leader in the school community (e.g., dismissal assistance, Morning Meeting awards)
- Collaborate and communicate with Principal to integrate school culture into the dance program and to integrate the dance program into the classroom

- Attend parent/teacher meetings as needed and oversee dance behavior management at Gabriella Charter Schools

#### *Operations and Compliance*

- Manage program and teacher schedules and procure substitutes when necessary for dance teachers
- Publish a quarterly news bulletin for students and parents for Gabriella Charter Schools

#### *Strategic Planning and Oversight*

- Lead in establishing school-level fundraisers for dance programming (e.g., costume contribution drives, recital fundraisers, etc.)
- Attend and present at Gabriella Charter Schools Board meetings at the request of the Director of Instruction

#### *Dance/Arts Education Leadership*

- Serve as executive producer for the annual student recital(s)
- Communicate key dates and details to stakeholders to ensure a successful performance
- Source location and vendors and oversee costuming
- Schedule performance and rehearsal dates, including transportation, staff, and volunteers
- Oversee ticket sales and day-of protocols and signage
- Approve design and production of costumes
- Direct/oversee the school performance group

#### *Miscellaneous*

- Other duties as assigned by the Director of Instruction that support dance instruction and/or school operations and excellence at Gabriella Charter School.

#### **Qualifications**

- Superior teaching and classroom management skills
- Ability to write and prepare dance curriculum
- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Dedication to Gabriella Charter Schools' mission and a steadfast belief that all students deserve preparation for the college of their choice
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, and community members
- Expertise in effective dance instructional strategies and the ability to articulate these effective strategies to colleagues and direct reports
- Possess a high level of professionalism, including being proactive in seeking out feedback from team members.
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching and leadership practices.
- At least 3 years of urban teaching experience with English learner and Special Needs student populations.
- Successful past experience developing and managing teachers/staff members preferred
- Experience coordinating programs and performances and budget management

- Knowledge of State dance standards and, ideally, familiarity with integrating dance and academic content
- Bilingual (Spanish/English) preferred
- Bachelor's degree required; master's degree preferred
- Single subject Physical Education credential preferred

## 7. Principal

### **Position Overview**

Reporting to the Director of Instruction, the School Principal leads the school both academically and culturally, as well as supports key operations at their site. The School Principal is responsible for setting a powerful vision for student achievement, motivating others to follow that vision and executing on that vision through effective planning, leadership, and management

### **Responsibilities**

#### *Student Achievement*

- Lead and oversee the school's instructional program
- Ensure that K-8 grade curriculum is aligned to Common Core standards and designed to teach the skills necessary to achieve success in High School.
- Develop and monitor assessment protocols that accurately evaluate student learning.
- Analyze data with teachers regularly to maximize student performance
- Meet with families regarding discipline issues, truancy or attendance.
- Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by the Charter School
- Ensure that eighth grade students matriculate to rigorous high schools

#### *Teacher Development and Evaluation*

- Plan appropriate professional development for all teachers. Support teacher leaders in planning for weekly professional development and plan and execute summer professional development week
- Regularly observe instruction and provide ongoing support, feedback and coaching to teachers.
- Participate in interim assessment process to ensure teachers are using data to drive instruction; facilitate interim assessment data debriefs with teachers
- Formally supervise, observe, and evaluate all teachers and school leaders

#### *School Leadership*

- Model the Gabriella Charter School core values and set the standard for professional behavior
- Assist teacher leaders (e.g., Common Core coaches, Pod leaders) in developing leadership skills.
- Create a data-centered and achievement-oriented school culture
- Cultivate positive relationships to engage parents and local community members and volunteers
- Recruit, interview and select teachers
- Communicate regularly with teachers, parents, students, and board members both informally and through monthly parent newsletters and weekly staff memos

#### *School Administration*

- Ensure that the Charter School runs smoothly, efficiently, and on budget
- Lead and develop the school's administrative team, which also includes the school's assistant principal and
- Work with the executive director, director of operations, and back office provider to develop and manage the school's budget
- Serve as the chair of the School Site Council
- Liaise with LAUSD co-location partner school principal, if applicable
- Manage the Charter School calendar and all instructional schedules

#### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools.
- Deep knowledge of effective instruction
- Exemplary classroom management and discipline skills
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Extremely high standards for student achievement
- Relentlessness - doing whatever it takes to ensure success
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Bilingual (Spanish/English) preferred
- At least 4 years of successful urban teaching experience, preferably with English Language Learners
- Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
- Prior experience in developing policy and curriculum
- At least 4 years of successful urban teaching experience, preferably with English language learners
- Possession of a valid California teaching credential (e.g., Multiple Subject, Single Subject, or Educational Specialist)
- Bachelor's degree required, master's degree and/or administrative credential strongly preferred

### **8. Assistant Principal of Culture**

#### **Position Overview**

Reporting to the Principal, the Assistant Principal of Culture ensures that all students develop strong character skills to succeed in college and beyond and promotes a safe, positive school culture and environment. The Assistant Principal of Culture models how to build strong, mutually respectful relationships with students and families and supports teachers to do the same. In addition to serving on the school's leadership team, s/he oversees character development, discipline, and supervision, leads the high school prep program, and manages all student activities.

**Responsibilities***Student Achievement and Instructional Leadership*

- Provide ongoing support, formal professional development, feedback and coaching to teachers in the areas of classroom management and culture building
- Facilitate staff trainings on student-teacher relationships, classroom management, and school culture
- Manage and evaluate electives/arts teachers and instructor positions
- Oversee the After School Program staff and program
- Coordinate all aspects of the high school matriculation process to ensure that 8<sup>th</sup> grade students enroll in rigorous, college-preparatory high schools
- Support teacher professional development as assigned

*Student Culture and Character Development*

- Own the school's character development program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Partner with parents and families to build authentic school-wide community
- Implement a school-wide behavior management system with meaningful incentives and consequences
- Work closely and effectively with children who have behavior challenges and their families; partner with teachers and parents to execute individualized behavior interventions when needed
- Collaborate with outside counseling services to refer students with serious behavioral needs to the appropriate services.
- Accurately monitor and analyze daily student attendance, homework and discipline records; create and execute systems and structures (i.e. truancy meetings) to proactively address school's areas of need
- Coordinate and approve K-8 field lessons
- Plan and/or approve all school wide activities
- Lead and/or oversee middle grades student activities (e.g. monthly incentives, community circle, student government, 8<sup>th</sup> grade culmination) and K-8 student fundraising
- Supervise school entry, breakfast, recess, lunch, dismissal, and transitions to ensure they are orderly and positive
- Manage and evaluate instructional aides, including scheduling for before-school, recess, and lunch supervision

*School Leadership*

- Participate in regular administrative team and leadership team meetings
- Work closely with principal to support high-achievement academic culture
- Model the Gabriella Charter School core values at all times; be a visible and highly engaged leader in the school community
- Engage in other administrative duties as assigned by the School Principal

**Qualifications**

- Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members



- Expertise in classroom management strategies and the ability to articulate these effective strategies to teachers, instructional aides, and direct reports
- Proven track record of meeting extremely high standards for student achievement
- Bilingual (Spanish/English) highly preferred, as the dean of students will be in frequent contact with parents and community members
- At least 4 years of urban teaching experience with English Language Learners
- Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
- Bachelor's degree required, master's degree or administrative credential strongly preferred
- Valid California Multiple Subject or Single Subject teaching credential required

## **9. Literacy and Intervention Specialist**

### **Position Overview**

Reporting to the Principal, the Literacy and Intervention Specialist provide instructional leadership in the ongoing development and improvement of school-wide literacy programs (i.e., Readers and Writers Workshop), as well as support to students who are not meeting grade-level standards in language arts. The Literacy and Intervention Specialist will work in conjunction with the School Principal to develop professional development, both on a school-wide and individual teacher level, to ensure that teachers are coached in best practices to enhance literacy achievement at the School. The Literacy and Intervention Specialist will provide direct individual and small-group support to students in need of literacy intervention, and will be responsible for designing and overseeing all academic intervention programs (in both literacy and math) – including before, during, and after school.

### **Responsibilities**

#### *Academic Achievement*

- Analyze K-8 classroom and individual student-level data in order to design responsive student interventions (e.g., before, during, and after school)
- Provide in-school intervention for K-8 students in literacy; design and supervise before and after school intervention in both literacy and math
- Coordinate and lead Student Success Teams to provide customized plans for improvement for individual students and groups of students, including coordinating with school staff and families and rescheduling when necessary
- Monitor student achievement data in literacy and create action plans when needed

#### *Instructional Leadership*

- Provide coaching for literacy teachers based on school-wide and individual teacher goals.
- Manage any Summer School programs
- Provide professional development and coaching in literacy to instructional aides
- Give demonstration lessons in effective literacy teaching.
- Observe lessons regularly and deliver targeted feedback to literacy teachers
- Oversee Middle School Reading Block
- Collaborate with teachers to co-plan units, lessons and assessments; regularly share feedback with all GCS literacy teachers in their lesson design

### *School Leadership*

- Participate in regular administrative team and Instructional Leadership Team meetings.
- Coordinate community events that promote literacy (e.g., Read Across America Day, Book Fair, Classroom Meeting Night, parent literacy workshops) across various continuances: staff, students, families, Board members, and funders.
- Model the Gabriella Charter School core values at all times; be a visible and highly engaged leader in the school community.

### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members.
- Expertise in effective literacy strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience with or knowledge of the instruction and assessment in the School's adopted literacy curriculum (i.e., Readers and Writers Workshop); prior training at Teachers College preferred
- Prior experience using data and systems to gather, assess, and analyze information.
- Possess a high level of professionalism, including being proactive in seeking out feedback from team members
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices.
- Bilingual (Spanish/English) preferred
- At least 5 years of urban teaching experience with English learner and Special Needs student populations
- Successful past experience in closing the achievement gap with students
- Successful past experience developing teachers/staff members preferred
- Bachelor's degree required; Master's degree preferred
- Valid clear California teaching credential (either Multiple Subject or Single Subject: English) required
- Administrative Services or Specialist Credential in Reading/Language Arts preferred

## **10. Counselor**

### **Position Overview**

Reporting to the Director of Special Education, the School Counselor is responsible for providing services related to the delivery of mental health care and counseling to assigned students at Gabriella Charter School. The School Counselor will provide consultation services to key stakeholders – including parents, administrators, teachers, and staff - to support the socio-emotional development of specific students and the student body as a whole. S/he will play a key role in building and maintaining a positive culture at Gabriella Charter School, and will act as the case manager for students with high behavioral needs.

## **Responsibilities**

- Work with students to express their emotions and feelings using various therapeutic techniques and assist them in developing insight into their own behavior
- Identify students across the K-8 Gabriella Charter School campus who would benefit from socio-emotional counseling;
- Counsel students, individually and in group sessions, to assist in overcoming dependencies, maladaptive behavior, and adjusting to life changes; create counseling plans for individuals and groups
- Establish and manage DIS counseling caseloads and submit records, reports, and assignments promptly, efficiently, and within mandated timelines to Director of Special Education and/or to Welligent
- Attend IEP meetings for students with DIS services to report on progress toward counseling goals
- Serve as the case manager for students with high behavioral needs, consulting with administration, faculty, staff, students, and parents as appropriate, and following up to ensure that Behavioral Support Plans are being implemented to support students
- Serve as a leader of positive behavior support and intervention at the Gabriella Charter School campus
- Assist students in the development of skills and strategies for dealing with problems and challenges
- Collect and analyze data about students through interviews, observation, and tests to design appropriate behavioral supports
- Evaluate the effectiveness of counseling strategies and students' progress in resolving identified problems and moving towards defined objectives and refine counseling plans as needed; modify treatment activities and approaches as needed in order to comply with changes in students' status;
- Advocate for students by coordinating required services and resolving emergency problems in crisis situations when needed
- Gather information about community mental health needs and resources that could be used in conjunction with therapy; refer students or family members to community resources or to specialists where appropriate
- Collaborate with outside agencies, (e.g., psychologists, case workers, medical doctors, law enforcement agencies) to insure students are supported in mental health goals
- Design and implement workshops regarding mental health support issues (e.g., bullying, self-harm, low self-esteem, etc.) to staff, students, and parents
- Communicate and collaborate with other staff and family members in order to support students and strategies at home and school and to optimize the overall program and progress of the student
- Maintain confidentiality of all records relating to student behavioral health goals
- Other related duties as assigned by the Director of Special Education and/or School Principal

## **Qualifications**

- Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, and community members
- Excellent organization, time management, and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Articulate, professional demeanor with strong self-confidence and initiative
- Expertise in evaluation and counseling skills and the ability to articulate these effective strategies to school leaders, teachers, instructional aides, and staff
- Ability to work individually as well as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties; tackles challenges with a positive approach
- Proven track record of meeting extremely high standards for student achievement
- Bilingual (Spanish/English) highly preferred, as the School Psychologist will interview and interact with diverse families
- Past experience working in K-8 schools with diverse student populations highly preferred
- Knowledge of and experience with RTI/SST programs and interventions required
- Knowledge of LAUSD district policies and procedures related to DIS services preferred
- Training in clinical interventions and providing therapy to youth and families
- Minimum one year experience administering and writing reports for psycho-educational assessments
- Minimum of two years experience working with students with mild/moderate disabilities (K-8) OR related experience working in public schools (e.g., teacher, administrator)
- A valid Pupil Personnel Services Credential (either PPS - School Social Work or PPS – School Psychologist) with corresponding Bachelors/Masters degree completion from an accredited university

## **11. School Psychologist**

### **Position Overview**

Reporting to the Director of Special Education, the School Psychologist provides a full range of school psychological services to children in grades K-8, including screening and assessment, individual and group counseling, and collaboration with outside agencies as appropriate. S/he will play a key role in building and maintaining a positive school-wide culture, and will assist the Director of Special Education in evaluating students for special education services, as well as supporting high-needs behaviors at the site.

### **Responsibilities**

- Screen and evaluate children referred for special education services, which includes selecting appropriate instruments, administering tests, conducting observations, consulting with parents, and school staff regarding accommodations/modifications needed for a specific child and writing reports which state the evaluation findings and provide for educational program recommendations at both sites

- Screen and evaluate children referred for gifted testing, which includes selecting appropriate instruments, administering tests, and conferring with school staff regarding accommodations/modifications needed for specific learning needs at both sites
- Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services at the school. These services include, but are not limited to, Student Success Team (SST) and Individualized Education Program (IEP) Team participation, which includes serving as the behavioral coordinator for the SST team, responsible for reviewing referrals, identifying intervention plans, and evaluating and assessing progress of interventions, etc. at both sites
- Collect and maintain appropriate data on students, including present levels of performance and intervention strategies for students with DIS counseling and behavior support plans at both sites
- Manage and develop coherent and comprehensive individual behavior support plans including, but not limited to, Functional Behavior Assessments, and work collaboratively with staff to make modifications, as necessary, to ensure maximum effectiveness at both sites
- Perform consultations with classroom teachers and be a resource for school site personnel on mental health and social/emotional issues that may affect classroom performance at both sites
- Develop and maintain relationships with outside agencies to help foster better learning and support for students and families accessing their resources for both sites
- Provide counseling services for students receiving ERICS for both sites
- Provide crisis counseling and referrals for students (DCFS, PET team, etc.) as needed
- Consult with the School Counselor on behavior support plan implementation and counseling strategies
- Other related duties as assigned by the Director of Special Education

### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, and community members
- Excellent organization, time management, and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Articulate, professional demeanor with strong self-confidence and initiative
- Expertise in evaluation and counseling skills and the ability to articulate these effective strategies to school leaders, teachers, instructional aides, and staff
- Ability to work individually as well as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties; tackles challenges with a positive approach
- Proven track record of meeting extremely high standards for student achievement
- Bilingual (Spanish/English) highly preferred, as the School Psychologist will interview and interact with diverse families
- Past experience working in K-8 schools with diverse student populations highly preferred
- Knowledge of and experience with RTI/SST programs and interventions required

- Knowledge of LAUSD district policies and procedures related to special education and DIS services, preferred
- Training in clinical interventions and providing therapy to youth and families
- Minimum one year experience administering and writing psycho-educational assessment reports
- Minimum of two years experience working with students with mild/moderate disabilities (K-8) OR related experience working in public schools (e.g., teacher, administrator)
- A valid Pupil Personnel Services Credential, School Psychology, with corresponding Bachelors/Masters degree completion from an accredited university

## **12. Teacher**

### **Position Overview**

Reporting to the Principal (K-8 classroom teachers) or Assistant Principal of Culture (Electives/Arts Teachers), teachers are responsible for implementing a rigorous curriculum based on California state standards, administering and analyzing assessments to monitor progress towards these standards, adjusting and differentiating instruction as necessary to ensure student mastery, and maintaining a physically and emotionally safe environment, both inside their classroom and throughout the campus.

### **Responsibilities**

#### *Whole School Responsibilities*

- Work with instructional leaders to develop curriculum
- Support and reinforce school procedures (e.g., monitoring student transitions and dismissal)
- Participate actively in at least one school committee (e.g., professional development, school culture, curriculum and instruction) OR lead one school-wide project (e.g., Read Across America Day, Book Fair, Field Day, ABC Coordinator, etc.)
- Enforce and model school-wide behavioral expectations
- Collaborate with teachers in other disciplines to ensure that the GCS vision of arts-content integration is realized

#### *Instructional Responsibilities*

- Ensure that the school's academic standards are rigorous, clear, measurable, and aligned with the Common Core State Standards/state adopted standards specific to subject taught
- Organize classroom systems and procedures and manage student behavior to ensure all students are fully engaged
- Use a backwards-planning model to develop long-term, unit, and daily lesson plans
- Submit lesson plans to the principal and instructional leaders every week and collaborate with colleagues to revise, edit, and improve daily lesson-plans
- Accommodate, differentiate, or modify curriculum to meet student needs
- Research and use a variety of methods to engage students in the classroom
- Develop assessments that measure student progress.
- Continuously use assessment data to refine curriculum and instructional practices
- Assume responsibility for the progress of all students, including developing intervention plans for students who do not meet instructional goals
- Develop daily plans, if applicable, for instructional aides and/or volunteers providing intervention or enrichment to small groups.

- Demonstrate resourcefulness (e.g., anticipate and order equipment, schedule guest speakers, design field trips, develop partnerships in the community, research and write grants, attend conferences to improve instruction, etc.)
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their child's education
- Collaborate with principal, assistant principals, grade-level, and department-level teams to develop curriculum and create strategic plans
- Track critical student information and maintain accurate student records, including attendance, in accordance with GCS procedures
- Demonstrate knowledge of, and support for, the Gabriella Charter School mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior
- Other instructionally related duties as assigned by GCS administration

#### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- At least two years of urban teaching experience (preferred)
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Commitment to using assessment data to inform instruction
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media
- Possession of a Bachelor's degree from a four-year college or university
- Highly Qualified status, as defined by currently applicable federal and state requirements
- A valid California Credential appropriate to grade level and subject assignment
- Authorization to teach English language learners

### **13. Resource Teacher**

#### **Position Overview**

Reporting to the Director of Special Education, Resource Teachers are responsible for providing appropriately accommodated/modified academic instruction and behavioral support, as outlined in Individualized Education Plans, to students with disabilities. Resource Teachers also serve on the IEP team for students on their caseload, coordinate regularly with other instructional personnel around the progress of students on their caseload, and conduct assessments to measure IEP goals and to determine eligibility for Special Education services.

## **Responsibilities**

### *Instructional Responsibilities:*

- Plan and execute individualized instruction and support to students with special needs in accordance with IEP goals
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of students with IEPs within the general education setting
- Provide accommodated testing conditions for classroom and standardized testing
- Administer formal and informal academic assessments
- Develop, implement, and monitor appropriate behavior management techniques and systems for students with special needs
- Ensure student achievement and progress towards IEP goals
- Influence the intervention process and participate in SST meetings
- Schedule weekly meetings with general education teachers to plan lesson-specific accommodations for special education students that will facilitate access and mastery of the core curriculum

### *Case Management Responsibilities:*

- Manage compliance of accommodations and modifications for students with IEPs both in the general education classroom and during special education service time
- Analyze assessment results to drive and inform instruction and IEP development
- Complete progress reports in accordance with district guidelines
- Develop IEPs in accordance with federal, state, and district standards
- Create and maintain special education documentation as required by federal, state, and district regulations
- Manage IEPs and service trackers in Welligent
- Ensure IEP timeline compliance of assigned caseload
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.)
- Coordinate formal assessments for related services with outside providers
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Develop positive relationships with parents and families to engage them in the IEP process
- Manage and/or assist with the development of 504 plans
- Assist in the development and facilitation of ongoing professional development for general education staff
- Maintain knowledge of current special education regulations and best practices
- Other instructional or case management related duties as assigned by GCS administration.

## **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Commitment to using assessment data to inform instruction



- Two years of successful, full-time teaching experience in special education preferred
- Co-teaching experience preferred
- Knowledge and experience with Welligent preferred
- Ability to develop IEPs in accordance with federal, state, and district standards
- Experience creating and maintaining special education documentation as required by federal, state, and district regulations
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media
- Possession of a bachelor's degree from a four-year college or university
- Possession of a valid internship, Level I, or Level II, Education Specialist (Mild/Moderate) credential or a valid California Multiple Subject or Single Subject Credential, with authorization to teach English Learners
- Highly Qualified status, as defined by currently applicable federal and state requirements

#### **14. Non-Core Teacher**

##### **Position Overview**

Reporting to the Manager of Dance Education, Assistant Principal of Culture, or Principal, Non-Core Teachers are responsible for providing instruction in non-core subject areas (e.g., dance, visual arts, music, and technology). Non-Core teachers collaborate regularly with classroom teachers regarding the integration of their content and academic content and regarding student socio-emotional and behavioral progress. In addition to planning for instruction in the relevant subject area, Non-Core teachers design assessments to assess student mastery and communicate with parents and school staff regarding student progress.

##### **Responsibilities**

###### *Whole School Responsibilities*

- Work with instructional leaders to develop curriculum
- Support and reinforce school procedures (e.g., monitoring student transitions and dismissal)
- Participate actively in school-wide activities and events, extending beyond the classroom (e.g., planning for professional development, refining curriculum, Read Across America Day, Field Day, morning meeting performances, Company Kids)
- Enforce and model school-wide behavioral expectations
- Collaborate with the classroom teachers

###### *Instructional Responsibilities*

- Ensure that the school's academic standards are rigorous, clear, measurable, and aligned with the Common Core State Standards, California Standards for the Arts, and other relevant content standards.
- Organize classroom systems and procedures and manage student behavior to ensure all students are fully engaged
- Use a backwards-planning model to develop long-term, unit, and daily lesson plans
- Submit lesson plans to instructional leader and collaborate with colleagues to revise, edit, and improve daily lesson-plans
- Accommodate, differentiate, or modify curriculum to meet student needs

- Research and use a variety of methods to engage students in the classroom
- Develop assessments that measure student progress.
- Continuously use qualitative and quantitative data to refine curriculum and instructional practices
- Assume responsibility for the progress of all students, including developing intervention plans for students who do not meet dance goals
- Demonstrate resourcefulness (e.g., anticipate and order equipment, schedule guest speakers, design field trips, develop partnerships in the community, research and write grants, attend conferences to improve instruction, etc.)
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their child's education
- Track critical student information and maintain accurate student records, including attendance and grades, in accordance with Gabriella Charter Schools procedures
- Demonstrate knowledge of, and support for, the Gabriella Charter Schools mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.
- Other instructionally related duties as assigned by site administrators/instructional leaders

**Qualifications and Experience:**

- Two years of urban teaching experience preferred
- Dedication to Gabriella Charter School's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Commitment to using assessment data to inform instruction
- Possession of a Bachelor's degree from a four-year college or university
- A valid California Physical Education (for Dance Teachers) or Single Subject Art/Music Credential, preferred
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media

## **15. Intervention Instructor**

**Position Overview**

Reporting to the Assistant Principal of Culture or the Literacy and Intervention Specialist, Intervention Instructors provide specialized interventions to students in need of intervention under the direction of classroom teachers and/or the Literacy and Intervention Specialist. Intervention Instructors are responsible for assessing progress of students towards intervention goals and collaborating with classroom teachers and/or the Literacy and Intervention Specialist to adjust goals and instruction.

**Responsibilities**

- Collaborate with classroom teachers or Intervention Specialist to analyze classroom and individual student-level data in order to design responsive student interventions.

- Provide in-school and/or after school literacy interventions
- Ensure that students are engaged and on task during intervention sessions.
- Create daily lesson plans for each small group.
- Assess students frequently to measure progress toward goals.
- Communicate with classroom teachers regarding student progress.

#### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- At least 2 years of successful work as a Gabriella instructional aide or comparable work at another location
- Experience with literacy interventions
- Strong verbal and written communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in effective primary literacy strategies
- Possess a high level of professionalism, including being proactive in seeking out feedback from collaborators
- Willingness to engage in frequent dialogue and to be self-reflective with regards to personal teaching practices.
- Bilingual (Spanish/English) preferred
- Highly Qualified status, as defined by currently applicable federal and state requirements
- High school diploma or GED and one of the following:
  - Bachelor's degree from a recognized college or university OR Associates degree from a recognized college or university OR Completion of 60 semester units or 90 quarter units from a recognized college OR Pass a local assessment of knowledge and skills in assisting in instruction

### **16. Instructional Aide**

#### **Position Overview**

Reporting to the Assistant Principal of Culture, Instructional Aides provide small group and individualized instruction under the direction of classroom teachers, supervise students during transitions and break times, support teachers with classroom clerical projects, and provide translation for GCS parents and teachers as needed.

#### **Responsibilities**

- Provide individual and small group instruction (at least 3 hours/day)
- Supervise students at breakfast, recess, and lunch
- Perform a small amount of classroom related clerical work (e.g. check homework, make copies)
- Communicate regularly with classroom teachers regarding student progress
- Provide primary language support for students as necessary
- Provide translation for parents

### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Experience working with students in a school/educational setting
- Ability to manage large groups of students
- Bilingual in Spanish strongly preferred<sup>4</sup>
- Highly Qualified status, as defined by currently applicable federal and state requirements
- High school diploma or GED and one of the following:
  - Bachelor's degree from a recognized college or university OR Associates degree from a recognized college or university OR Completion of 60 semester units or 90 quarter units from a recognized college OR Pass a local assessment of knowledge and skills in assisting in instruction

## **17. Operations Associate**

### **Position Overview**

Reporting to the Director of Operations and Strategy, the Operations Associate is responsible for ensuring the efficient and compliant operation of the school's front office and its functions.

### **Responsibilities**

#### *Front-Office Management*

- Answer phones, redirect inquiries as may be appropriate and relay messages in a timely manner
- Provide guidance to receptionist

#### *Student Information, Data, & Reporting*

- Coordinate with Student Records Manager to ensure student records are accurate and updated on a timely basis
- Coordinate field lesson planning and implementation; track and monitor field trip budget, arrange transportation and ensure teachers complete proper documentation
- Oversee student attendance data process and ensure that it is reconciled and accurate
- Manage compliance and reporting for food services (NSLP)

#### *Student Services*

- Coordinate daily student food services at the campus and coordinate with service providers; oversee payments; troubleshoot issues as they arise; ensure the accurate tracking of student meal consumption and compliance with wellness policy; report chronic service issues to the Director of Operations
- Oversee attendance procedures at the school site, including ensuring attendance is submitted, parent follow-up, and coordinating with the Assistant Principal or Principal to address attendance concerns

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<sup>4</sup> GCS will assess, each year, the primary languages spoken by students and families, and may seek to hire instructional aides bilingual in other languages (e.g. Korean, Tagalog) based on need

- Coordinate the annual admissions lottery, maintain wait list, and manage enrollment notifications to ensure compliance and efficient processing
- Coordinate student health services; monitor student health and safety for any disconcerting trends; coordinate with office team to ensure that students receive appropriate care

#### *Accounting and Financial Reporting*

- Track and compile bi-monthly payroll reports and maintain an accurate record of employee sick, vacation, and personal time
- Coordinate sign-in sheets and time cards as necessary
- Help manage school purchasing process by tracking delivery, and maintaining inventory
- Generate purchase orders; work with business management firm to process payment
- Prepare the school credit card for payment by assembling receipts and coding expenses
- Process, code, and reconcile incoming donations and check/cash receipts for timely deposit
- Prepare employee reimbursements and submit to business management firm

#### *Human Resources*

- Maintain personnel files, including new hire paperwork, payroll changes and benefit documents
- Ensure that all full time staff submit paperwork for applicable health insurance
- Manage school's receptionist

#### *General Support*

- Model the Gabriella Charter School core values at all times; be a visible and highly engaged member of the school community
- Working closely with the principal, record and maintain the school's calendar
- Assist the admin team and after school program team with translation at conferences, test administration and processing, production and distribution of school memos, and other duties as assigned
- Maintain and secure electronic and hard-copy records (vendors, contracts, payroll, nutrition, etc.) per applicable law

#### **Qualifications**

- Possesses a work ethic and personal belief system that aligns with the Gabriella vision and mission
- Very strong interpersonal and communication skills (written and oral)
- Fiercely organized and execution-oriented (experience managing many moving parts and consistently delivering on time)
- Acute attention to the smallest details to ensure smooth, predictable, and effective outcomes
- Highly proficient with MS Excel, MS Word, and MS PowerPoint
- Superior initiative - takes instruction well, but does not wait for it
- Places a high value on delivering quality internal and external focused customer service

- Ability to work in a fast-paced, high-performing, but sometimes unpredictable environment
- Maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Bilingual in English and Spanish strongly preferred
- Current First Aid and CPR Certification
- AA degree from a college or university preferred
- 4 years of previous office management/administrative experience preferred

## **18. Student Records Manager**

### **Position Overview**

Reporting to the Director of Operations and Strategy, the Student Records Manager is responsible for ensuring that all student records and information for Gabriella Charter School are maintained in an accurate and compliant manner that supports the efficient operations of the school and fulfills legal requirements.

### **Responsibilities**

#### *Student Information, Data, & Reporting*

- Use the SIS to maintain and update all student contact/demographic information
- Process and update new student enrollment and returning student re-enrollment paperwork
- Create and set up student schedules in SIS and maintain classroom rosters
- Update student cumulative files and respond to requests for student letters as required by district, state, and federal law
- Produce accurate and timely student attendance, English Language Learners, disciplinary, honor roll, and other reports for the school teams
- Assist Director of Operations and office managers with compilation of data for various reports (e.g. CALPADS)
- Support Director of Special Education and school site special education staff with IEP documentation, compliance, and data management tools

#### *School Communications & Documents Archive*

- Produce letters, memos, and other notices
- Translate and edit communications to parents into Spanish
- Organizes and secures all student records, electronic and hard copy, per applicable law
- Create notices for parents of students with special needs

#### *General Support*

- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged member of the school community
- Provide general office support as needed in the school office where the position is housed, including answering phones, providing first aid to students, translating, and managing mail and shipments

**Qualifications**

- Work ethic and personal belief system that align with the mission and vision of Gabriella Charter Schools
- Good interpersonal and communication skills (written and oral)
- Strong organizational skills
- Takes instruction well, but does not wait for it
- Proficiency with MS Word, Excel and databases
- Ability and desire to work in a fast-paced, high-performing school environment
- Bilingual in English and Spanish required
- First Aid and CPR Certified
- AA degree from a college or university preferred
- 2 years of previous experience with school records and information systems preferred

**21. Administrative Assistant****Position Overview**

Reporting to the Director of Operations and Strategy, the Administrative Assistant is responsible for managing in person and telephone communications between Gabriella Charter School staff, the school community, and the wider community, as well as providing administrative support for all school programs.

**Responsibilities***Front Office Management*

- Welcome visitors; serve as gatekeeper to address questions and minimize interruptions of the school administration
- Answer phones, redirect inquiries as may be appropriate and relay messages to staff in a timely manner
- Receive and distribute mail and shipments
- Maintain complete sets of commonly used forms for staff and families
- Provide first aid to students

*Student Information, Data, & Reporting*

- Manage student issues, such as processing late arrivals and early departures during and after school
- Assist School Principal with the administration and processing of regular student tests
- Process invoices and receive payments for a variety of school services
- Assist office staff and administration with compilation of data for various reports

*School Communications & Documents Archive*

- Produce letters, memos, and other notices such as the monthly school newsletter
- Translate school communications into Spanish
- Ensure that past memos, notices, and other school-specific documents are posted to the shared cloud storage (e.g; Google Drive)

### *General Support*

- Model the Gabriella Charter School core values at all times; be a visible and highly engaged member of the school community
- Support the operations staff as needed
- Assist the school team with translation at conferences, test administration and processing, production and distribution of school memos, and other duties as assigned
- Assist with filing of documents and records
- Support School Principal with parent coordination and tracking/maintaining engagement hours
- Assist in procuring buses for field lessons
- Order school meals on a monthly basis

### **Qualifications**

- Very strong, positive written and oral communication skills
- Strong organizational skills
- Takes instruction well, but does not wait for it
- Proficiency with MS Word, Excel and databases
- The desire and capacity to join the team of a start-up, nonprofit organization
- Ability and desire to work in a fast-paced, highly disciplined, sometimes unpredictable school environment
- Maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Possesses a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Bilingual in English and Spanish required
- First Aid and CPR Certified
- AA degree from a college or university preferred
- 2 years of previous office management/administrative experience preferred

## **22. Plant Manager**

### **Position Overview**

Reporting to the Director of Operations and Strategy, the Plant Manager supervises, plans, coordinates, and participates in the cleaning, gardening and maintenance of the school, and is responsible for the cleanliness and operation of the facility.

### **Responsibilities**

- Supervises and participates in custodial work in cleaning rooms, toilets, halls, walks, stairways, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting.
- Selects materials and equipment for cleaning a wide variety of floors, walls, and other surfaces.
- Analyzes custodial needs and recommends priorities for the custodial program.
- Assures that facilities are unlocked and secured as necessary.
- Assigns special custodial duties for various educational, social, and civic activities, and to meet emergencies, and arranges for proper equipment, heating, ventilating, and lighting.
- Operates and supervises the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.



- Operates, services, adjusts, and makes minor repairs to power equipment
- Inspects the plant and equipment in order to maintain custodial standards and nonhazardous conditions, assures safe and efficient operation of equipment, determines the need for maintenance work, and coordinates maintenance services with custodial and school schedules.
- Maintains inspection records, reports needs for repairs to the Director of Operations and Strategy, and may make minor repairs.
- Maintains records and submits reports on plant security, vandalism, thefts, emergencies, supplies, operation costs, use of facilities, and related matters.
- Trains and instructs assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment, and related tasks, and may assist in training new custodians.
- Confers with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs, and regulation.
- Orders, receives, checks and disburses custodial and school supplies and equipment; stores and distributes school supplies and equipment; maintains an inventory and maintains related records as required.
- Supervises and participates in watering lawns, shrubs, and trees, involving the operation of manual or automatic irrigation systems.
- Supervises the removal of weeds and debris from paved and unplanted areas.
- Supervises and participates in moving audio-visual and other equipment within the school or office site.
- Performs related duties as required.

### **Qualifications**

- Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.
- Graduation from high school or evidence of equivalent educational proficiency.
- Verification of successful completion of the LAUSD Maintenance and Operations Branch authorized courses in Custodial Training and Heating and Ventilation is preferable.
- Experience in janitorial, custodial or building maintenance work is required as designated below, preferably including experience in school operations.
- Ability to safely lift and move heavy supplies and equipment and to stand and walk for long periods of time
- Knowledge of:
  - Principles, materials, and methods of custodial work
  - Various types of surfaces and coverings and the appropriate cleaning and protective agents
  - Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
  - Electrical systems in building and grounds operation
  - Fire and safety ordinances and regulations affecting school buildings
  - Procedures for the report, storage, and disbursement of materials and record maintenance
  - Pollution control regulations
  - Methods and materials used in minor maintenance of buildings and equipment
  - Basic personnel and payroll rules and procedures

## 23. Custodian

### Position Overview

Reporting to the Director of Operations and Strategy, the custodian is responsible for maintaining assigned areas of buildings and grounds in a clean, sanitary, and safe condition.

### Responsibilities

- Sweeps, dusts, cleans, scrubs, strips, seals, waxes, polishes, and mops floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities.
- Cleans, dusts, high dusts, and polishes woodwork, glass, furniture, air intake screens, and louvers, fixtures, and other installations.
- Washes and scrubs walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains, and sanitizes refrigerators and beverage coolers.
- Operates equipment, such as floor polishing and scrubbing machines, wall washing machines, steam shampooers, vacuum cleaners, yard vacuums, lawn mowers, lawn edgers, weed eaters, and power sweepers.
- Services soap dispensers, towel boxes, and similar facilities.
- Sweeps and hoses blacktops, tennis courts, playgrounds, sidewalks, and parkways.
- Replaces electrical plug fuses, incandescent bulbs, and fluorescent tubes.
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings.
- Receives, checks, and delivers custodial and instructional supplies
- Locks and unlocks doors, gates, windows, transoms, and storerooms
- Assists in providing security for buildings and grounds, contacts proper authority for assistance as needed, and may escort authorized and unauthorized persons in and from buildings and grounds
- Provides information in regard to locations of various school facilities, participates in the opening and closing of facilities, and represents the school to the public in the use of the school as a community center.
- Cleans, maintains, services, and makes minor adjustments to space heaters.
- Checks and maintains oil level in air compressors.
- Gathers and disposes of rubbish, paper, leaves, and debris, and empties and washes refuse containers.
- Waters and tends lawns, shrubs, and trees; and operates manual and automatic watering systems.
- Keeps records relative to equipment and furniture.
- Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs.
- Performs a variety of unscheduled custodial duties as requested by the school office and teachers.
- Tends lawns, turf, and shrubs by mowing, edging, and pruning.
- Keeps drains and flow lines in lawns and other planted areas free from debris.
- Attends in-service training as directed.
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture.
- Performs related duties as assigned.

### Qualifications

- Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.
- Knowledge of cleaning materials, such as soap, detergents, and solvents; methods of cleaning floors, lavatories, and other areas of school buildings; sterilization and sanitation methods used in custodial work; general grounds maintenance practices, machinery, and equipment
- Ability to understand and follow written and oral instructions
- Ability to recognize maintenance needs and make minor repairs to materials, fixtures, and equipment
- Ability to safely operate floor polishing and scrubbing machines, wall washing machines, steam shampoos, vacuum cleaners, lawn mowers, lawn edgers, and other types of power machines
- Graduation from high school or evidence of equivalent educational proficiency preferred
- Successful completion of a custodial training course approved by the Director of Operations and Strategy.
- Ability to safely lift and carry items weighing up to 100 pounds and move heavy supplies, machinery, and equipment
- Stamina to stand and walk for long periods of time

## **24. Information Technology Coordinator**

### **Position Overview**

Reporting to the Director of Operations and Strategy, the Information Technology Coordinator is responsible for maintaining technology assets and providing tech support at Gabriella Charter School.

### **Responsibilities**

- Handle 1st level support calls by responding to phone calls, email, web, and walk-up requests
- Log requests, problems, and resolutions in the request tracking program
- Evaluate the appropriate level of technical support needed to resolve issues and escalate to the appropriate department as necessary while keeping customer informed
- Administer, inspect and instruct teachers and staff on the use of Mac laptops, tablets, and digital projectors
- Maintain and administer user network accounts and user shares in the Mac OS 10.8/10.9 environments
- Maintain and inventory laptop cart labs, classroom desktops, and staff laptops independently
- Install, maintain, and provide support for hardware, software, handhelds, and network devices
- Create hard drive images and configures workstations and related peripherals as needed
- Consult with user community on wide range of hardware, software, and operating system issues on predominantly Mac OS environment—with a few PCs running Windows XP/7/8.
- Maintain and administer email accounts and department groups in Google Apps
- Update and edit online the Gabriella Charter School website
- Work collaboratively to ensure implementation of the E-Rate Technology Plan

- Work will vary depending on need with occasional weekend demands for scheduled projects
- Other technology/IT duties as assigned by the Director of Operations and Strategy

#### **Qualifications**

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Experience and solid understanding of Microsoft Office 2010 for Mac, Apple iLife suite, and Google Apps
- Expert level skill working with Apple laptops and desktops
- Experience setting up and troubleshooting wireless devices and networks in a large environment
- Windows XP/7/8 experience support, printers, and other computer related peripherals
- Eagerness and ability to learn new software applications and technologies quickly
- Excellent organization and communication skills as well as an attention to detail
- Interest in performing a critical support role while learning in a fast-paced environment
- Ability to work well with others in a team environment as well as work independently
- Strong oral and written communication skills
- Strong customer service skills required
- Must be able to lift 40 lbs
- 5+ years of technical support experience
- BS/BA strongly preferred

## Element 6 - Health and Safety Procedures

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

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

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

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

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

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

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

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

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

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

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **Custodian of Records**

In accordance with California Department of Justice Requirements, the Director of Operations and Strategy will serve as GCS's Custodian of Records. The Charter School's Principal will serve as an additional Custodian of Records.

### **Promoting Student Health and Wellness**

#### *Physical Health and Fitness*

Recognizing that good health and fitness affect attendance and full engagement in the academic program, GCS takes several steps to ensure that students are physically healthy and active. In addition to offering daily dance instruction and additional PE instruction to cover standards not integrated in dance, the school will:

- Select nutrition vendors supplying breakfast and lunch who are committed to serving food low in fat, sugar and salt and daily fresh fruit and vegetables.
- Work with non-profit organizations, clinics, and universities to organize free dental and vision exams and the provision of free glasses.
- Encourage aerobic exercise during recess periods by teaching sports and organized games
- Work with local organizations (e.g. recreation centers) to publicize opportunities for participation in organized sports

Health education, described under the Curriculum and Instruction section of Element 1, also teaches students about the importance of fitness and maintaining a healthy body.

GCS will also provide health-oriented outreach for parents. The school Wellness Policy, updated annually by the School Site Council, requests that all snack foods and lunches comply with nutrition standards. This healthy foods policy, which suggests yogurt, fruit, vegetables, and nuts as healthy snack options and prohibits soda, cookies, chips, candy, and gum, is outlined in the GCS Parent-Student Handbook. Nutrition classes may be offered as part of parent education opportunities, and the school will help to publicize and provide space for parent-organized hikes, walks, and exercise classes whenever possible.

### *Mental and Emotional Health*

In addition to teaching character education and problem solving skills (described in the Curriculum and Instruction section of Element 1), GCS takes the following steps to promote mental and emotional health:

- Instruction on conflict resolution and mental health strategies by the GCS Counselor. The Counselor, in consultation with teachers at each grade level span, plans whole-class lessons that address mental health and socio-emotional needs common to the age group or particular to a specific cohort of students. In middle school, this occurs during advisory.
- Interventions for students struggling with mental or emotional health. These students may be identified through referral to the COST team or an SST referral (described in Element 1 under Meeting the Needs of All Students). Interventions might include a counseling referral to the GCS Counselor or to an outside agency, assignment to a social skills group lead by a teacher or other staff member, assignment of a staff-member mentor for daily or weekly check-ins, or peer mentoring. The Charter School will work with parents of these students and includes them whenever possible in interventions.



## 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.

### **Plan for Achieving Racial and Ethnic Balance**

As part of its mission, GCS aims to provide a rigorous academic and arts program to students who are traditionally underserved. The Charter School will take the following steps, which have successfully allowed us to serve these students, to strive to maintain a racial and ethnic balance of its students that reside within the LAUSD territorial jurisdiction and to increase opportunities for students who are representative of all racial and ethnic groups.

#### Recruitment:

- Conduct orientation meetings prior to the opening of each school year to inform interested parents and students of school offerings. Outreach meetings will be held in multiple locations within District boundaries in order to ensure all students in the area have an opportunity to attend the Charter School.
- Participate as a school community in community events attended by a wide variety of racial and ethnic groups
- Conduct open houses and tours on a regular basis during the school year.
- Develop and distribute promotional and informational materials, such as Charter School brochures, flyers, website, and advertisements for local media. All materials will be translated in Spanish. Promotional materials will be distributed to community organizations (e.g., local preschools, local libraries, and local businesses) near GCS.

- Visit a broad range of community groups, agencies, neighborhood youth organizations, churches, public libraries and other locations that serve various racial and ethnic groups represented in the District.

#### Timeline and Locations of Key Outreach and Recruitment Activities

October – March: School tours for prospective families are hosted at GCS

November – February: GCS Principal and/or Office Staff visit preschools and Early Education Centers together with parent volunteer. Locations include the Logan Street Early Education Center, the Echo Park and Little Friends Head Start locations, and the Hope Street Family Center. Additional sites will be selected by surveying a diverse group of existing Charter School parents regarding early childhood programs attended by their children

November – February: GCS Principal and/or Office Staff outreach to community organizations and programs to publicize enrollment opportunities at GCS (ask to distribute or display materials, ask for opportunities to present). Example organizations include the Echo Park Recreation Center, Centro del Pueblo, HOLA (Heart of LA), Boys and Girls Club, and 826 LA.

November – March: GCS Principal and/or Office Staff, supported by parent volunteers, distribute information at public locations and events frequented by families with school-age children. Example locations include the Echo Park farmer's market, the Echo Park Holiday Parade, Echo Park Lake, the Echo Park and Bellevue Recreation Centers and Elysian Park.

Timelines for recruitment and outreach activities will be adjusted prior to the first year of the Charter School's operation, to begin earlier and extend later.

#### Retention:

- Provide a diverse offering of extracurricular activities and family events that appeal to families of different backgrounds
- Encourage parents from all racial/ethnic groups to become involved on campus and as parent leaders
- Identify and eliminate language barriers through translation of materials or identification of translators within the school community
- Provide culturally relevant curricular materials

GCS maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School, along with documentation of efforts the Charter School has made to achieve racial and ethnic balance in accordance with the charter petition.

### How Plan Achieves Balance

In order for the Charter School's plan for achieving racial and ethnic balance to be successful, the Charter school will track the efficacy of its methods. This can be done by asking parents where they learned about our school as part of parent surveys, through parent focus groups, and by tracking the actual racial/ethnic make-up of enrolled students, both upon entry to the Charter school and over time. By tracking changes in racial/ethnic make up over time (e.g. as cohorts of students advance in age), the school can identify if retention is an issue for certain racial or ethnic groups. If trends such as disproportionately low retention rates for certain racial or ethnic groups are discovered, the Charter School will seek to identify causes for lower retention rates and to address them.

## Element 8 - Admission Requirements

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

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

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## **Admissions Requirements**

GCS is committed to serving all students, and to making sure that all members of the communities we serve are made aware of the opportunity we provide to students.

When students with Individualized Education Plans (IEPs) enroll, it is the Charter School's policy to collect any and all information pertaining to the student's IEP to ensure a seamless transition to our school.

## **Student Recruitment**

GCS will conduct several different activities throughout the year that will serve the purpose of publicizing the school's program to all community members, and ensuring specifically that students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities are reached by recruitment efforts.

- Creation of recruitment materials (flyers, banners, print ads, radio advertisements) in English, Spanish and potentially other languages (e.g. Tagalog), reflecting languages spoken in the community we serve.
- Distribution of recruitment materials through mail, postering in public spaces and applicable businesses, and community events (farmer's market, swap meet, laundromat, mercado)
- Participation (dance performance by students, parents and staff volunteering) in community events such as holiday parades or street festivals
- Advertisement through local media (both neighborhood focused and targeted to specific languages or ethnic communities)
- Presenting to staff and parents at local pre-school settings (Head Start, early education centers, private pre-schools, including those serving students with disabilities)
- Outreach to community arts programs, particularly those offering low-cost options to socio-economically disadvantaged families
- Outreach to community programs offering tutoring and family support, particularly those that have a strong partnership with the Charter School. These organizations disproportionately serve socio-economically disadvantaged students and students who have low academic performance or who may have disabilities

## **Lottery Preferences and Procedures**

### **Lottery Preferences**

If the number of students applying for enrollment exceeds the openings available, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all other applicable laws and requirements.

In determining the enrollment for each grade, GCS shall draw students in the following order of categories. These preferences will be applied in the event that a lottery is needed.

1. Students who reside within the attendance boundaries of the District (LAUSD)

2. Siblings<sup>5</sup> of currently enrolled<sup>6</sup> GCS students
3. Children of Gabriella Charter Schools employees and board members, not to exceed 10% of total enrollment of Charter School.
4. All other students

Preference to students residing within the boundaries of the Los Angeles Unified School District is given in line in with EC 47605(d)(B). Preference for siblings is given to support families in engaging with the school community, so that parents and guardians are able to build cohesive school community and are not splitting time unnecessarily between schools. Preference for children of Gabriella Charter Schools employees and board members is given to support our staff who are parents in engaging with their own children's education while also maintaining a sustainable work life balance. This has benefits for staff retention and staff culture and ultimately benefits students. The presence of the children of staff and board members on campus also sends a strong message regarding the confidence staff and board have in our educational program, and promotes a strong overall school culture.

#### Lottery and Enrollment Procedures

##### *Open Enrollment Period*

GCS will inform the public commencing in September of each school year that it is accepting applications for admission for the following school year and publicize the deadline for applications. The open application period for the following school year will begin in September of the current school year and will close within the two-week period prior to the public lottery. In no year will the open application period close before the end of February.

. Any family making application to GCS will be informed of the Charter School's admissions policies and information about when applications must be submitted in order to be included in the public lottery. Information on GCS admission policies and procedures will be available electronically via the GCS website or in written form in the GCS main office. New applications will be required each year, regardless of a student's status on the waiting list for the previous year.

##### *Communication Methods for Open Enrollment and Lottery*

The commencement of the open enrollment period each year will be publicized via the GCS website, public posting areas, and newsletter. Publicity also occurs through many of the channels listed under Student Recruitment, such as outreach to schools and community organizations and flyering. Applications will be available on the GCS and/or Gabriella Charter Schools website and in the GCS office. The timeline, rules, and procedures for the lottery process are also communicated when publicizing open enrollment and to anyone seeking enrollment information. All enrollment forms and information will be available in Spanish and English, and may be translated into other languages as needed.

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<sup>5</sup> For the purposes of Enrollment Preferences, "siblings" shall be defined as any two students who share a legal parent and/or legal guardian

<sup>6</sup> Currently enrolled students, for the purposes of the sibling preference, include students currently attending GCS and students who have gained admission during the lottery process, provided the sibling(s) have also submitted a completed lottery application by the deadline.

### *Ensuring Lottery Procedures are Fairly and Publically Executed*

The Director of Operations and Strategy, Office Manager, and Principal work together to coordinate the lottery, and are responsible for securing an objective third party (community leader or liaison) to observe and help conduct (by drawing lottery tags) the lottery. The lottery location and time will be public and easily accessible to the community. This location will be well-publicized through advance notification and day-of signage. Proceedings will be conducted in Spanish and English, and translation made available in any other languages deemed necessary. Families of students participating in the lottery are encouraged to attend, and will be given a reminder (via email, mailing, or phone) before the date of the lottery; however attendance is not required to be eligible for admission.

### *Date, Time and Location of Lottery*

The lottery will occur each year between March 1 and April 30, in the event that applications for enrollment exceed open spaces. The lottery will be held within two weeks after the last day that applications can be submitted to be included in the public lottery. This date is publicized at the beginning of the open enrollment period and in all application materials and communication. The lottery time is set taking into account the typical preferences of families in the community, and will take place on a weekday evening. The lottery is held in a public, easily accessible location large enough to accommodate all interested families, which may be a location on the GCS campus.

### *Lottery and Waiting List Procedures*

An objective Community Representative (secured by GCS staff in advance of lottery date) will pull lottery tags in order of grade level. As tags are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications will continue to be drawn for positions on a wait list.

If a child gains admission during the lottery, any siblings who are also applying during the lottery will automatically be given the next enrollment slot, taking into the application of any other relevant preferences, if available for their grade, or they will move up to the top of the waitlist for their grade in the order that siblings are drawn during the public lottery.

Students who are not granted admission for the school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent or legal guardian. Students must reapply for the following year.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, office staff (e.g., Operations Associate, Administrative Assistant, etc.) will contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to GCS.

Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

### *Parent Notification of and Communication regarding Offer of Enrollment or Waitlist Status*

Within one week of the public lottery, all families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Within two weeks of the public lottery, GCS will hold two Pre-Enrollment sessions to supply additional information and to assist families in filling out forms. Within two weeks of the last Pre-Enrollment session, each family offered a space in the following year will be required to return a complete enrollment packet. If parents do not meet the deadline to complete the enrollment packet by the time prescribed, their child's offered position will be considered forfeited, and will be offered to the next family on the waiting list.

After all enrollment of students offered a spot in the lottery is completed, the following waitlist notification procedures are followed. When a new spot in a grade level becomes available, GCS staff contacts the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the Charter School. Up until four weeks prior to the start of the upcoming school year, the family has three business days after the offer of admission to confirm intent to enroll (via phone or email) and ten business days after the offer of admission to return a completed enrollment packet in person. If a student is notified during the current school year<sup>7</sup>, they will have 72 hours to confirm intent to enroll (via phone or email) **and** to submit a completed enrollment packet in person. If parents/guardians do not meet these deadlines, their child's offered position will be considered forfeit, and will be offered to the next family on the waiting list.

### *Method for Documenting Fair Execution of Procedures*

The public lottery will be recorded each year via a video or audio recording device. This recording, along with copies of all applicable forms, lottery lists and results, and waiting lists, are readily available for inspection in the school office. These records will be maintained by the Operations Associate. The Operations Associate and office staff will implement procedures to ensure that accurate record-keeping is observed at all times in connection with applications and waiting lists (e.g. date stamping, tracking systems for notification deadlines).

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<sup>7</sup> Current school year is considered to begin four weeks (20 business days) prior to the first day of school.

## Element 9 - Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
  - b. Final Budget – July of the budget fiscal year
  - c. First Interim Projections – November of operating fiscal year
  - d. Second Interim Projections – February of operating fiscal year
  - e. Unaudited Actuals – July following the end of the fiscal year
  - f. Audited Actuals – December 15 following the end of the fiscal year
  - g. Classification Report – monthly according to Charter School’s Calendar
  - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### Annual Audit Procedures

In order to ensure the financial health of the organization, Gabriella Charter Schools and Gabriella Charter School will develop and maintain internal fiscal control policies governing all financial activities. The Gabriella Charter Schools Board of Directors will annually oversee the selection of an independent auditor and the completion of an annual audit.

The Director of Operations and Strategy of Gabriella Charter Schools is responsible for contracting with the auditor to perform the audit. The auditor will be a Certified Public Accountant familiar with school finances and operations and is selected from the State Controller’s list of approved auditors to conduct charter school audits. This list can be accessed at <http://cpads.sco.ca.gov/CPAList.aspx>.

The auditor conducts the independent financial audit in accordance with generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.



The Director of Operations and Strategy will be the primary contact for auditors; the GCS Operations Associate will be responsible for maintaining financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s). The Director of Operations and Strategy is responsible for ensuring completed audits are submitted to the required agencies by the statutory deadline.

Audit exceptions, deficiencies, findings, or material weaknesses shall be reported to the Board of Gabriella Charter Schools. The Audit Committee will review these and report to the Gabriella Charter Schools Board recommending actions to address them, along with a timeline for the same. The Board will act upon these recommendations and will submit an action plan and timeline to the District describing how exceptions, deficiencies, findings or material weaknesses have been or will be addressed. The Charter School agrees to use its best efforts to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

## Element 10 - Suspension and Expulsion Procedures

*"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

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

## **OUTCOME DATA**

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

## **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

## **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## School Climate and Student Discipline System

All students and staff are expected to embody the five core values of Gabriella Charter School, which include:

- **Compassion**
- **Integrity**
- **Resilience**
- **Flexibility**
- **Creativity**

Students are taught about these core values during classroom instruction, during the middle school Advisory course, and during weekly (elementary) and monthly (middle) whole school meetings. Teachers also incorporate teaching of the values into academic and arts instruction (e.g. mentor texts for each value have been identified for incorporation into reading instruction; students in dance class are asked to choreograph movement representing the core values).

Students are recognized positively when displaying core values, including in class by adults and peers, at whole-school meetings through presentation of awards, and during recess, lunch and transition periods by classified staff. The core values are also referenced on trimester report cards, where students are given a grade of “Exemplary”, “Satisfactory,” or “Unsatisfactory” for each value.

GCS adheres to a holistic behavior philosophy based on modeling and reinforcement of positive behavior and choices. This policy includes, but is not limited to, the students’ rights and responsibilities while on school grounds as well as the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA and as established by California Education Code and US Code of Federal Regulations.

GCS uses a uniform behavioral management approach, Positive Behavior Intervention and Supports (PBIS), to reinforce positive behavioral choices and set clear limits in the classroom, dance studios, and in public spaces (e.g. the playground). This system involves setting clear behavioral expectations for all locations on campus and providing various interventions to prevent student misbehavior and promote positive decision-making. To account appropriately for developmental differences among grade levels, differentiated systems for TK/K- 4<sup>th</sup> grade and for 5<sup>th</sup>-8<sup>th</sup> grades are in place. Teachers within each grade span are empowered to develop and adjust systems for the grade span in response to student need or stakeholder feedback, but key components will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent menu of age-appropriate positive reinforcers for students who exhibit core values and behaviors that promotes learning; 3) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 4) reflection by students, with age appropriate coaching from adults, on decisions that do not promote safety and learning, 5) various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; and 6) a consistent manner of communicating regularly (at a minimum weekly) with parents regarding student behavior.

Upon enrollment and at the beginning of each school year, GCS families will receive a copy of the Parent / Student Handbook and will be asked to agree in writing to abide by the provisions of the Handbook, including the School's discipline policy. In addition, school staff members review the discipline policy with new students and parents prior to the first day of school.

Certain behaviors are inappropriate and require the teacher to redirect the student or to administer consequences to effectively discipline the student and to maintain a safe environment. Consequences may include redirection, class or recess time out, loss of recess, oral or written reflection and/or apology, student-teacher conference, behavioral notice, phone call to parent, parent conference, and/or positive behavior contract. Logical consequences (e.g. helping to clean the campus after an incident of vandalism) are used whenever possible. Attendance issues such as absences or excessive tardies are not treated as behavioral or discipline issues and are addressed outside of the school's discipline system.

It is at the discretion of the teacher to refer a student to the office for administrative intervention. Depending upon the specific circumstances surrounding the student's behavior, a student may remain at the office for a short reflection or break period before speaking with an administrator. On the day a student receives a disciplinary referral, he or she will meet with the Principal or his/her designee for a conference. The student may lose his or her recess or lunch recess privileges. The parent will be required to sign disciplinary referral documentation, which will be sent home the day of the office referral and should be returned to the appropriate school administrator the next school day. In more serious cases, the parent or guardian may be notified immediately and a meeting between the parent and GCS Principal or his/her designee may be called.

Gabriella Charter School uses an RTI (Response to Intervention) approach to behavior similar to that used for language arts and math, in addition to utilizing a school-wide Positive Behavior Intervention and Support approach for behavior. The standard classroom and school-wide behavior systems described above are adequate to ensure that "Tier 1" (the majority of) students are safe and productive at school. "Tier 2" students need a higher level of behavioral intervention to provide an environment where they can be successful and safe. Interventions for this tier might include parent involvement, participation in a social skills group, a short-term individual positive behavior plan, or additional interventions geared to meet the individual needs of the student. "Tier 3" students need intense levels of adult intervention in order to succeed and remain safe and productive at school. Interventions at this level might include convening of an SST (student success team), referral to counseling, modified routines and procedures (e.g. supervised transitions), a long-term individual positive behavior plan, or the conducting of behavioral analysis to determine triggers and motivations for problematic behaviors. Students at Tier 2 and Tier 3 are identified and tracked by the COST (Coordination of Services Team) and progress is monitored to determine if interventions are effective.

At least twice a year, the Principal or Assistant Principal, possibly aided by an RSP teacher or the School Counselor, provides professional development to instructional staff regarding the GCS discipline policy and classroom management and culture.

GCS implements alternatives to suspension whenever possible to support learning and integration in the school community. The Charter School utilizes alternatives to suspension that include, but are not limited to: community service, parent supervision in school, behavior plan/contracts, socio-emotional skills groups, and peer and/or adult problem solving conversations

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended by the Principal and his/her designee, and later expelled by the Board of Directors, upon recommendation of the Principal. GCS policy is to provide all students with an opportunity for due process in conformity with applicable federal law regarding students with exceptional needs. Suspension and Expulsion procedures and policies are outlined below.

## **In-school Suspension**

In-school suspensions are an alternative to out-of-school suspensions that reduces the amount of class time missed and ranges from a class period to a full day. Grounds for an in-school suspension adhere to California Education Code 48900 regarding specified violations, and is deemed appropriate when the offense is a first time offense and/or a minor violation. In-school suspensions may be utilized at the discretion of the Principal or the Principal's designee. This alternative to suspension allows the student to continue receiving educational services at the school site, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

During an in-school suspension, the student is supervised in the school office by an administrator, who ensures assigned schoolwork is completed and provides assistance when needed. An administrator notifies the parent(s) via telephone of an in-school suspension, and a meeting is held when needed/requested. The maximum number of days for in-school suspension for one incident is five, and no more than ten days of in-school suspension may be assigned per year per student.

## **Grounds for Suspension and Expulsion**

### **Scope of Disciplinary Jurisdiction**

A student may be suspended or expelled for any of the acts enumerated in this section and related to Charter School sponsored activities or Charter School attendance that occur at any time, including, but not limited to, any of the following:

- While on Charter School grounds.
- While going to or coming from Charter School.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a Charter School-sponsored activity.

### **Grounds for Discretionary and Non-Discretionary Suspensions and Expulsions**

1. *Mandatory:* Students **shall be expelled from GCS** for any of the following reasons as specified in California Education Code Section 48915, should they occur on charter school property or at a Charter School sponsored activity:

- Possession, use of, sale of, or furnishing any firearm
- Brandishing a knife at another person
- Unlawful selling of a controlled substance
- Committing or attempting to commit a sexual assault, or committing sexual battery

- Possession of an explosive

2. *Expulsion Expected:* Students **shall be suspended and recommended for expulsion from GCS for the following violations unless a Principal or his/her designee finds that the expulsion is inappropriate due to the circumstances.** These acts must be committed on charter school property or at a school-sponsored activity.

- Causing serious physical injury to another person, except in self-defense
- Possession of a knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of a controlled substance, except for the first offence of less than one ounce of marijuana
- Robbery or extortion
- Assault or battery on a school employee

3. *Discretionary Suspension and Expulsion:* **Students may be immediately suspended and may be recommended for expulsion from GCS** for the following violations. These include acts committed at Charter School or Charter School sponsored activity or on the way to and from Charter School or Charter School sponsored activity.

- Causing, attempting to cause, or threatening to cause physical harm or injury to another person
- Possessing a dangerous object
- Possessing a controlled substance
- Selling, furnishing, or offering a substitute substance represented as a controlled substance
- Causing or attempting to cause damage to school property
- Committing theft or attempting to steal school property or private property
- Possessing or using tobacco
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Possessing drug paraphernalia
- Receiving stolen property
- Possessing an imitation firearm
- Committing or attempting to commit sexual assault
- Harassing, threatening or intimidating a student witness
- Selling the prescription drug Soma
- Committing hazing
- Engaging in an act of bullying, including but not limited to, bullying committed by means of an electronic act, and directed specifically toward a pupil or school personnel
- Committing sexual harassment (i.e. sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature)
- Causing or attempting to cause harm to individuals through the use of hate violence or hate language
- Pervasive harassment, threats or intimidation directed toward staff or peers



## **Out-of-School Suspension Procedures**

### **Suspension Rules and Procedures**

The decision to **suspend** a student will be at the discretion of the Charter School Principal or his/her certificated designee, indicated annually and on file at the Charter School.

Suspension shall be preceded by an informal conference conducted by the Principal or designee with the student, followed by a meeting with his/her parents or guardian regarding the reasons for the suspension. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the suspension and Charter School Principal or his/her designee will request a conference as soon as possible.

At the time of suspension, the Principal or his/her designee shall make a reasonable effort to contact the parent/guardian by telephone and in person and to follow up such contact with a written notification. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to charter School.

Students have the right to due process, allowing them to hear the charges and respond to them. A parent may appeal a suspension by making a written request (e-mail or letter) to the Executive Director within 5 working days of the suspension being issued to have the suspension reviewed. The Executive Director will review the suspension and make a final determination regarding the appeal within 30 days of receiving the written request. The decision of the Executive Director regarding the suspension appeals shall be final. An appeal does not halt the student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not be served.

### **Maximum Days**

The maximum number of days of suspension for a single incident may not exceed a period of five (5) consecutive school days unless the administration and parents/guardians agree to a longer term. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. GCS may suspend a student for a maximum of 20 days (*including* any in-school suspensions) during any one school year. Students with special needs, as identified by their IEP or 504 Plan, may not exceed a period of five (5) consecutive days. In addition, after 10 days of suspension in a given year, the IEP or 504 team shall convene to determine potential changes to the IEP or 504 addressing the behavior.

### **Access to Education During Suspension**

Any student who is suspended will receive both daily class assignments and homework aligned to class objectives for the duration of the suspension. Teachers will send daily class assignments and homework – excluding tests and quizzes - to the main office before the start of class each day of the suspension, and parents should retrieve the work daily for student completion while at home. Materials for assignments will be provided to the student, including texts, workbooks, and other worksheets. Upon return from suspension, the teacher will review assignments

completed by the student to reteach material if necessary. Students will also be given the opportunity to take tests and quizzes that occurred during the suspension, under the supervision of the teacher

### **Procedures for Suspension pending Expulsion**

Students may be recommended for expulsion if the Principal finds that the student has engaged in an activity listed in California Education Code Section 48915.

Prior to the recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to discuss the allegations against the student. After the meeting, the principal will inform the pupil's guardians of 1) the suspension of the student, and 2) the process for the expulsion hearing, should the principal decide to recommend for expulsion. Should the Principal recommend expulsion, the Charter School will provide a written recommendation to the pupil's guardians within five business days from the date of the suspension.

Should a pupil be suspended and recommended for expulsion, a pupil's suspension may be extended from five consecutive days to 30 days, by which time an expulsion hearing by the Gabriella Charter Schools Board shall be held.

During any such suspension, the Charter School will ensure that the student receives classroom materials and current assignments to be completed at home during the term of the suspension. Students will be given an opportunity to make up missed assignments and assessments if and when they return to campus. Additionally, to support students who are suspended for more than five consecutive days due to a recommendation for expulsion, the Charter School may pursue an alternative educational program for students on an interim basis, including appropriate alternative placements for students with disabilities. An agreement between LAUSD and GCS allows for alternative placement (Educational Placement in LAUSD Alternative Placement Programs for Charter School Students Residing in LAUSD's Geographic Boundaries Facing Expulsion). Under this agreement the Charter School will, upon issuing a suspension for a student who resides within LAUSD boundaries pending an expulsion hearing, refer student to the District's Student Discipline and Expulsion Support Unit ("SDES") before the end of the suspension for an interim placement at a CDS or other alternative program. This agreement applies to students with disabilities once a manifestation determination IEP meeting or Link Determination meeting has been held and a need for an interim placement has been determined and documented. The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

### **Expulsion Procedures**

The decision to recommend expulsion of a student will be at the discretion of the Charter School Principal, while the final decision for expulsion rests with the Gabriella Charter Schools Board.

A student with a disability can be moved to an interim alternative educational setting for up forty-five days without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

A student who has *not* been identified as a student with disabilities may assert the procedural safeguards available to such students only if the Charter School had knowledge that the student was disabled before the behavior occurred, including

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write
- The parent has requested an evaluation of the child
- The child's teacher, or other Charter School personnel, has expressed specific concerns

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **Expulsion Hearings and Notification**

A hearing will be conducted within a period of 30 days from when the Principal or his/her designee recommends expulsion (after a 5 day suspension, the Principal or his/her designee may extend the suspension and recommend expulsion). The hearing shall be presided over by the Gabriella Charter Schools Board, or, if not feasible for the Gabriella Charter Schools Board to preside over such hearing, then by a Discipline Review Panel appointed by the Gabriella Charter Schools Board. The Discipline Review Panel will be comprised of at least three objective and unbiased members, which may include a combination of GCS staff, Gabriella Charter Schools Board members, and teachers or administrators from GCS. Members of this Discipline Review panel will not include the student's teacher or the recommending Principal of the student, in order to assure fairness and due process rights protection. The hearing shall be in closed session unless the parent makes a written request for a public hearing at least three school days prior to the hearing. Students recommended for expulsion have a right to attend their hearing to determine the appropriateness of the expulsion.

Parents/guardians will be notified of the expulsion hearing at least ten (10) calendar days before the date of the hearing. The written notification will include:

- Date, time and place of hearing
- A description of facts pertaining to the incident that calls for the expulsion, including the corresponding California Education Code and a description of the violation.
- A copy of GCS disciplinary rules as set forth in this Parent-Student Handbook that relate to the alleged violation
- Notification of parent/guardian's obligation to provide information to a school district or school to which student seeks enrollment regarding student's status with GCS
- Notification that the student and the student's parents/guardians may appear in person at the hearing, may bring a representative or counsel, and have the right to:
  - Inspect and obtain copies of all documents to be used at the hearing
  - Present evidence on the student's behalf, including witnesses, at the hearing
  - Confront and question all witnesses who testify at the hearing
  - Question all evidence presented
- Notification that language support and any other reasonable support necessary to facilitate participation by student or parent/guardian will be made available at the hearing, upon request

At an expulsion hearing, 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 Gabriella Charter Schools Board or Discipline Review Panel to expel must be supported by substantial evidence presented at the hearing relevant to the charges. Substantial evidence refers to the nature and quality of evidence (i.e., evidence must be relevant and directly related to the matter at hand). For non-mandatory expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Gabriella Charter Schools Board or Discipline Review Panel shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. The testimony of a witness may be presented in the form of a sworn declaration if the Gabriella Charter Schools Board or Discipline Review Panel determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to unreasonable risk of physical or psychological harm.

Special procedures will be followed in cases involving sexual assault. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined by the Gabriella Charter Schools Board or the Discipline Review Panel during the expulsion hearing.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying

A final decision regarding expulsion will be made by the Gabriella Charter Schools Board or Discipline Review Panel (whichever resided over the hearing), and written notice will be sent to the parent/guardian and Executive Director within 10 days of the conclusion of the hearing. In the event that expulsion is not recommended, the student shall be reinstated at the school from which the expulsion referral was made and immediately return to the educational program at the school from which the expulsion referral was made. A parent/guardian may also request, in writing, placement at another school.

If the student is recommended for expulsion, written notice to expel a student will be sent by the Principal or his/her designee to the parent/guardian of any student who is expelled. This notice will include the findings of fact of the Board or Panel and the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with GCS.
- Duration of the expulsion period
- The expulsion appeals process.

- Information regarding rehabilitation plan recommendations, reinstatement eligibility, and alternative placement

A record of hearings and appeals will be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the hearing transcript or recording will be provided to LAUSD, upon written request. A parent/guardian or student may request a copy of the hearing by contacting the Charter School Principal or Executive Director.

In the event of a decision to expel a student from GCS, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Alternative placements may be considered, such as continuation school or other alternative program within the district, community day school, adult education, or another charter school. Additionally, GCS will collaborate and coordinate with community support services (e.g., DCFS, LACOE, Department of Mental Health, community counseling agencies, etc.) on behalf of the expelled student and family to ensure a timely, supported transition to another school. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates

### **Expulsion Appeals**

Parents or guardians may appeal a decision to expel in writing to the Gabriella Charter Schools Board within five (5) working days of receiving written notice regarding the decision to expel. Pending an appeals decision, the suspension will be extended, and alternative placement options may be considered. During the appeals process, the student must continue to attend school at the placement offered or the parent may choose to enroll the student at another educational placement.

A Gabriella Charter Schools Board meeting will be convened within 10 school days after receipt of the parent's written request to appeal. If the Gabriella Charter Schools Board heard the original expulsion hearing, then a Discipline Review Panel will be assigned to make the final determination of the expulsion decision; if a Discipline Review Panel heard the original expulsion hearing, then the Gabriella Charter Schools Board will be assigned to make the final determination of the expulsion hearing. If there is overlap between the Discipline Review Panel and the Gabriella Charter Schools Board, the body that will hear the expulsion appeal will not include Board members who participated in the original expulsion hearing. The parent must attend to present their appeal to the Gabriella Charter Schools Board or Discipline Review Panel. The review is limited to the record of the proceeding, and no evidence other than that which is contained in the record of proceeding may be heard. The Board or Panel shall be limited to the following questions: 1) whether the board/panel acted without or in excess of its jurisdiction, 2) whether there was a fair hearing before the governing board, or 3) whether there was a prejudicial abuse of discretion in the hearing. The decision of the Gabriella Charter Schools Board or Disciplinary Review Panel shall be final and binding for the expulsion case.

Students with disabilities or their parents who wish to appeal a proposed expulsion may request an expedited administrative hearing during which the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or forty-five days, whichever occurs first, unless agreed otherwise.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal or his/her designee, within 24 hours of such decision, including specific reasons why appeal was denied, and will be given a new readmission date.

### **Rehabilitation and Reinstatement/Readmission**

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. The Gabriella Charter Schools Board shall recommend a plan of rehabilitation for the pupil, set to review one year from the date the expulsion occurred. The rehabilitation plan may include periodic review, recommendations for improved academic performance, expectations for upholding school rules, acceptable attendance rate, completion of school work, counseling, community service, and/or other assessments.

The Charter School shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the School showing that the student has met the conditions of the rehabilitation plan.

## Element 11 - Employee Retirement Systems

*"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### Certificated Staff Members

Gabriella Charter School will have its certificated staff members, including Teachers, instructional support staff (e.g., Literacy and Intervention Specialist, School Counselor), and certificated administrators, participate in the State Teachers' Retirement System (STRS). The Gabriella Charter Schools Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. The Director of Operations and Strategy will coordinate on an ongoing basis with the Los Angeles County Office of Education to forward in a timely manner any required payroll deductions and related data. All withholdings from employees and the school are forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS, and both the school and applicable employees will contribute to STRS the currently applicable required percentages.

Gabriella Charter School acknowledges that the Charter School must continue participation in STRS for certificated employees for the duration of the Charter School's existence under the same CDS code.

## **Classified and Other Employees**

Any employee not participating in STRS will participate in the federal Social Security system in accordance with applicable law.

This may include operations staff and instructional support staff (Instructional Aides, Intervention Instructors, and After School Instructors), as well as any teaching staff not eligible to participate in STRS). Any non-credential- holding school or organizational administrator/leader (e.g., individuals staffing the Executive Director and Director of Operations and Strategy roles) will also participate in the federal Social Security system. The Executive Director of Gabriella Charter Schools is responsible for ensuring appropriate arrangements for coverage have been made.



## Element 12 - Public School Attendance Alternatives

*"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, Gabriella Charter School does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process through the provision of the following resources:

- LAUSD [Resident School Identifier](#) site
- Greatschools.org [School and Districts Boundaries Map](#)
- California Charter Schools Association [Find a School](#) site.

## Element 13 – Rights of District Employees

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

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

## Element 14: Mandatory Dispute Resolution

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

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Liza Bercovici, Executive Director  
Gabriella Charter School  
1435 Logan Street  
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

## **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Liza Bercovici, Executive Director  
Gabriella Charter School  
1435 Logan Street  
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15: Charter School Closure Procedures

*"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.



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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

#### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### **Financial Close-Out**

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

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

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

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

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

unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

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

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the following positions will serve as the school's closure agents: **Executive Director, Director of Operations and Strategy.**

## Additional Provisions

### **FACILITIES**

**A “Multi-Year Co-Location Agreement” (Multi-year Use Agreement) between LAUSD and Gabriella was fully executed on or about August 12, 2009 and currently governs all contractual terms and conditions of Gabriella’s occupancy of District facilities. If and when the Multi-year Use Agreement terminates, Gabriella agrees to the following provisions regarding its occupancy of District facilities:**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

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

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other

LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

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

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

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

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to



another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's

insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

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

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

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

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

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

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

### **Student Body Funds**

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

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

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

#### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

#### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

#### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

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## **ADDENDUM**

### **Assurances, Affirmations, and Declarations**

Gabriella Charter School (also referred to herein as “GCS” and “Charter School”) shall:

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

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

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

## **Element 1 – The Educational Program**

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to

Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter

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

#### **SELPA Reorganization**

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

#### **Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data

must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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



## Element 4 – Governance

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>8</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all

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<sup>8</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

## Element 6 – Health and Safety Procedures

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

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

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

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

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

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

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

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

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

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

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

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

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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



## Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
  - b. Final Budget – July of the budget fiscal year
  - c. First Interim Projections – November of operating fiscal year
  - d. Second Interim Projections – February of operating fiscal year
  - e. Unaudited Actuals – July following the end of the fiscal year
  - f. Audited Actuals – December 15 following the end of the fiscal year
  - g. Classification Report – monthly according to Charter School’s Calendar
  - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## Element 10 – Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### GENERAL PROVISIONS

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing

board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

## **Element 13 – Rights of District Employees**

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

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

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

## **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Liza Bercovici, Executive Director  
Gabriella Charter School  
1435 Logan Street  
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a

mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Liza Bercovici, Executive Director  
Gabriella Charter School  
1435 Logan Street  
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive

such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

*"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:



- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### **Financial Close-Out**

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

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

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

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

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

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

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

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

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

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

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

**A "Multi-Year Co-Location Agreement" (Multi-year Use Agreement) between LAUSD and Gabriella was fully executed on or about August 12, 2009 and currently governs all contractual terms and conditions of Gabriella's occupancy of District facilities. If and when the Multi-year Use Agreement terminates, Gabriella agrees to the following provisions regarding its occupancy of District facilities:**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

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

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.



- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay

the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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

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

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot

exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

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

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

#### **FISCAL MATTERS**

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

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

##### **Cash Reserves**

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

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

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

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

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under

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

### **Student Body Funds**

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

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

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

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

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

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

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

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)