



GLOBAL EDUCATION ACADEMY

Charter Renewal Petition

*Submitted to the Board of Education
Of the Los Angeles Unified School District*

REQUEST FOR FIVE-YEAR TERM

July 1, 2017 – June 30, 2022

November 16, 2016

LEAD PETITIONER:

Craig C. Merrill

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Assurances, Affirmations, and Declarations

Global Education Academy (also referred to herein as “GEA” and “Charter School”) shall:

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

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

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

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

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

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

1. General Information

GENERAL INFORMATION	
• The contact person for Charter School is:	Craig C. Merrill
• The contact address for Charter School is:	4141 S. Figueroa St., Los Angeles, CA 90037
• The contact phone number for Charter School is:	323-232-9588
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90037
• This location is in LAUSD Board District:	1
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	K-5
• The number of students in the first year will be:	264
• The grade level(s) of the students in the first year will be:	K-5
• Charter School's scheduled first day of instruction in 2017-2018 is:	August 21, 2017
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	264
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional
• The bell schedule for Charter School will be:	<u>Regular Day Schedule</u> Teacher Hours: 7:30 – 4:00 Student hours: 8:00 – 3:30
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

Community Need for Charter School

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

Global Education Academy (GEA) is a public charter school located in the inner city of Los Angeles, approximately four blocks south of the University of Southern California in a racially mixed neighborhood whose population is primarily Hispanic and African American. Approximately 97.5% of students attending the school are Hispanic, and 2.5% are African American.

The socio-economic status of most families living in the neighborhood is lower middle class to poor. 97% of the school population qualifies for free or reduced lunch.

GEA is located in a high crime area of south Los Angeles. Although no student, staff member, or parent has been a victim of a crime while on school grounds, crime and police activity in the environs is a concern to all. The Charter School has had three lockdowns in the past two years as a result of police chases.

GEA is a Title I funded school. Title I funding is primarily used to support an intervention program for low achieving students as well as the purchase of educational materials and supplies. GEA also receives Title III funding to support education of English learners. Title III funding pays for

bilingual intervention teachers, professional development, and educational materials and supplies that are used with EL students.

Despite what many would consider to be insurmountable odds, GEA is a high performing school. This is demonstrated through analysis of the following data pieces: API, AYP, similar schools rankings, statewide rankings, CAASPP, internal benchmarks (NWEA), rankings from the USC Rossier School of Education, CCSA, and WASC accreditation.

API

GEA has consistently outscored local schools in comparisons of API as displayed in table 1. (API was discontinued after 2013.)

Table 1

School Name	API 2010	API 2011	API 2012	API 2013
Global Education Academy	794	804	845	849
Accelerated	775	745	767	774
Dr. Theodore T. Alexander Science Center	766	758	776	766
Menlo Avenue Elementary	678	761	782	753
West Vernon Elementary	711	740	731	748
Normandie Avenue Elementary	710	741	733	740
Synergy Charter Academy	897	887	934	907

Compared to all schools within the local community, GEA has the second highest API score behind Synergy Charter Academy. GEA was the only local charter school to post gains in the final testing period testing period on school wide API. Compared to District schools in the neighborhood, GEA maintains an API well above those of Menlo, Normandie, or West Vernon. Although these local District schools have posted significant gains, GEA maintains an API that is still 45 to 66 points higher.

GEA met the AYP target for school wide achievement in API in all years since 2011 until the statewide ranking system was suspended.

AYP and Subgroups

As can be seen from the table below, AYP was met and for all significant subgroups beginning in 2012. Accordingly, GEA is **not** in program improvement. GEA was one of only 17 schools statewide to exit Program Improvement in 2013.

	GEA	District	Menlo	West Vernon	Normandie	52 nd Street	Ted Alexander
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2015	YES	YES	YES	YES	YES	YES	YES
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013	YES	NO	NO	NO	NO	NO	NO
2012	YES	NO	YES	NO	NO	NO	NO
2011	NO	NO	YES	YES	NO	NO	NO
IN PI	NO	YES	NO	YES	YES	YES	YES

Similar Schools Ranking

The similar schools ranking shows how well schools are doing when compared with other schools of similar demographics. The following table lists the similar schools ranking of Global Education Academy and five neighborhood schools for years it was calculated. GEA outranks all local schools in the similar schools rankings.

Similar School Ranking	GEA	Menlo	West Vernon	Normandie	52 nd Street	Ted Alexander
2015	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2013	10	8	7	5	2	4
2012	10	9	5	4	2	2
2011	10	7	4	6	1	1

The statewide rankings provide a comparison between the school and all other schools in the state of California. Still, GEA outranks all other local schools.

Statewide Ranking	GEA	Menlo	West Vernon	Normandie	52 nd Street	Ted Alexander
2015	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2013	7	3	2	2	1	3
2012	7	4	2	2	1	3
2011	5	3	2	2	1	3

CAASPP and CST Data

As will be seen, the percentage of students in almost all subcategories meeting and exceeding the standard surpasses that of four neighborhood schools, and LAUSD.

The following tables provide results from the CAASPP administration in spring 2016 and 2015. The data is provided for both Math and ELA and for the various subgroups that are statistically significant at GEA.

2016	ELA Percentage that Met or Exceeded Standards					
	GEA	DISTRICT	MENLO	WEST VERNON	52 nd STREET	DR. TED ALEXANDER

Schoolwide	48	39	31	33	25	31
Latino	48	33	32	34	25	31
English Learners	8	4	0	5	2	0
Socio-Economically Disadvantaged	48	33	29	33	25	31
Students with Disabilities	8	8	2	6	0	3

2015	ELA Percentage that Met or Exceeded Standards					
	GEA	DISTRICT	MENLO	WEST VERNON	52 nd STREET	DR. TED ALEXANDER
Schoolwide	49	33	21	19	17	24
Latino	48	27	22	20	18	22
English Learners	34	3	6	3	3	2
Socio-Economically Disadvantaged	49	27	21	19	17	24
Students with Disabilities	8	8	0	2	0	6

2016	MATH Percentage that Met or Exceeded Standards					
	GEA	DISTRICT	MENLO	WEST VERNON	52 nd STREET	DR. TED ALEXANDER
Schoolwide	46	29	31	32	17	16
Latino	46	23	31	33	17	19
English Learners	14	5	7	11	4	6
Socio-Economically Disadvantaged	46	23	31	33	16	16
Students with Disabilities	0	6	2	12	0	3

2015	MATH Percentage that Met or Exceeded Standards					
	GEA	DISTRICT	MENLO	WEST VERNON	52 nd STREET	DR. TED ALEXANDER
Schoolwide	50	25	19	23	11	14
Latino	50	19	20	22	13	10
English Learners	45	5	5	7	3	2
Socio-Economically Disadvantaged	50	20	20	23	12	11
Students with Disabilities	17	6	2	11	0	6

The following table presents a comparison of % proficient or above in English Language Arts (ELA) for two years for groups with statistically significant numbers. This data is from the CSTs which were discontinued after 2013.

ELA	2012 % at or above proficient	2013 % at or above proficient
TARGET	78.4	89.2
Schoolwide	57.6	65.5
Hispanic or Latino	56.4	63.9
Socio-economically Disadvantaged	57.6	65.5
English Learners	51.4	61.7

The following table presents a comparison of % proficient or above in math for the last two years for groups with statistically significant numbers. This data is from the CSTs which were discontinued after 2013.

MATH	2012 % at or above proficient	2013 % at or above proficient
TARGET	79	89.5
Schoolwide	77.8	87.1
Hispanic or Latino	76.5	87.2
Socio-economically Disadvantaged	77.8	87.1
English Learners	73	87.4

Clearly, a pillar of GEA’s instructional program is its math curriculum. The text and program that teachers use school wide is *My Math* from McGraw-Hill Education, which is based on the Common Core State Standards for Math. Teachers at GEA take great pride in their ability to teach math and achieve positive results at all grade levels. Teachers employ a variety of strategies to reinforce learning of math concepts whether it be through the use of manipulatives, project approaches, daily practice sheets, and focused homework assignments.

The weaker area of instruction is in the area of language arts. Reasons for this lag can primarily be ascribed to the challenges of EL student achievement and include the following:

- High percentage of EL students
- Inadequate lesson planning to meet needs of EL students

- Minimal review and reinforcement of acquired language
- Insufficient reading materials at student reading/comprehensibility level

NWEA Growth Targets

For the 2014-2015 and 2015-2016 school years, GEA has used the NWEA MAP tests as an internal measure of the ongoing performance of our students. The NWEA MAP test is a benchmark exam aligned with the common core state standards and measures progress in meeting these standards in ELA and Math. In the future, the benchmark exam will be able to predict results on the SBAC, but for now, it only shows growth in meeting the standards.

Student growth is measured by growth goals. Growth goals are met by students whose increase in RIT scores from fall to spring equal or exceed the increase seen in national norms. The following tables summarize the percentage of students in each category who have met their growth goals from fall to spring. If 50% or more of students in a category meet their growth goals, it is considered “good” according to the NWEA.

The internal data analysis indicates that teachers are doing an excellent job of moving students along. **ALL statistically significant subgroups are achieving 50% growth or more.**

% Meeting Growth Goals	ELA		Math	
	2014-2015	2015-2016	2014-2015	2015-2016
Schoolwide	54%	57%	64%	63%
Latino	54%	58%	64%	64%
African American ¹	67%	33%	33%	33%
English Learners	51%	57%	60%	65%
Socio-Economically Disadvantaged	53%	58%	64%	63%
Students with Disabilities	43%	62%	65%	52%

USC Rossier School of Education Ranking

For each year that state testing data is available the Rossier School of Education at the University of Southern California ranks and publishes a list of the ten most outstanding charter schools in the state of California. In the summer of 2013, these rankings placed GEA at #10 out of all charter schools in the state of California. This was the last year that rankings were completed since state testing was subsequently suspended and data from the new CAASPP test is limited to one year.

WASC Accreditation

GEA has maintained accreditation through the Western Association of Schools and Colleges (WASC) since it opened in 2007. GEA currently has a six-year accreditation.

¹ There were only three African Americans who tested in the past two years.

Success of the innovative features of the educational program

Innovative features of the educational program include the language immersion and bilingual programs, global education, Inspire Week, morning assembly, and focus on music education. Each of these and its impact on education at Global Education Academy is detailed below.

LANGUAGE PROGRAMS

Description - In the 2014/2015 school year, Kindergarten implemented a 50/50 Dual Immersion program for Korean/English and Spanish/English. Students were placed in the target language programs based on their CELDT scores. Students with higher CELDT scores and English-only students were placed in the Korean program, and students with lower CELDT scores were placed in the Spanish program. Beginning in the 2015-2016 academic school year, Kindergarten and first grade teachers began tracking students based on their language program.

Teachers collaborate during lesson planning time to decide which content standards will be successfully taught in English or the target language. Students are introduced to the core content curriculum in one language first. They are able to make connections later when similar content is reviewed and expanded upon in the other language. Reading and writing are emphasized more heavily in English. Mathematics, social studies, science, and the arts are frequently taught in the target language.

Impact - Students are becoming bilingual and bi-literate. They are learning to transfer knowledge between English and the target languages and across subject areas. They are also being exposed to different cultures in a more profound way through language immersion.

INTEGRATION OF GLOBAL EDUCATION

Description - Global Education is a major component of the mission and vision of Global Education Academy. In fall of 2012 as the action plan was being developed as part of the WASC initial visit, global education was envisioned to be a distinct course of study with its own objectives and standards. However, in consultation with the teachers, it was decided to integrate global education into all subject areas. The next step will be to set objectives for the number of lessons each week that will focus on a global issue.

Global education will be integrated throughout all subject areas using a project based approach, reading about current events, and fostering connections with schools outside of the U.S.

Project Based Learning

Students will learn about global topics using a project based learning approach. A topic or “problem” will be introduced to students, and they will have the opportunity to come up with a solution to that problem that will require them to activate knowledge and learning in a variety of subject areas. For example, a 4th grade teacher could introduce to students the problem of potable

water in many developing countries. As students research the problem, they will learn the following:

- Social Science: people and cultures from around the world that experience a lack of potable water, social/governmental/corporate responsibility; cultural attitudes/practices in relation to water; etc.
- Science: concepts about water, chemical compounds, health, water conservation, water sourcing, etc.
- Math: percentage calculations of impurity, greater than/less than for impurity levels, ratios to determine water needs for various populations; estimations of fresh water source levels; etc.
- Language Arts: reading of non-fiction text, writing comparisons/contrasts between two different approaches to the problem, persuasive writing; etc.

Current Events

Students will have the opportunity to read about current events that are transpiring across the globe as they access content and materials through such platforms as *Achieve3000*, *NewsELA*, and *Time for Kids*.

Achieve3000 is a paid subscription to an online database of news articles, each one of which having been edited and organized to meet the needs of students with various reading abilities. For example, the teacher can choose a single article about chess to read with a 3rd grade class. This same article will have been leveled to meet the reading needs of students at various lexile levels so that all students in the class will be accessing the same content but at different reading levels.

After reading the article, students take a quiz online, and their results are recorded in an online database. The system records scores over multiple attempts and adjusts lexile levels automatically, giving students versions of articles that are appropriate for individual needs. Students may also access articles of their choosing, and thus many also progress faster as they access the system and read more.

NewsELA is similar to Achieve3000 in that it is an online repository of news articles, each of which having several Lexile versions. Teachers and students may search the database for articles about worldwide topics that match or coincide with the designated instructional focus of lessons in the classroom. This is a free source of materials that comes without the automatic tabulation of quiz scores and adjustment of Lexile levels.

Time for Kids is a news magazine that all students at GEA receive. The subscription provides a weekly news magazine for students in grades K through 5. The magazine provides information to students about global topics as well and is often used as the theme or topic of instruction throughout various subjects. For example, a kindergarten class reading about global warming and polar bears in a *Time for Kids* news article learned that the melting of arctic ice is affecting the viability of polar bears. Students were able to access knowledge and participate in learning across the board as follows:

- ELA: reading non-fiction text; using graphic organizers to present knowledge; writing non-fiction narratives; expanding academic vocabulary, etc.
- Science: learning about animal characteristics and habitats, comparing/contrasting animals using graphic organizers, learning about properties of water, understanding the problem of global warming, etc.
- Social Studies: various/social responses to global warming, various interactions between animals and humans; culture as a unified response to the natural world, etc.
- Math: counting polar bears, understanding concepts of more/less, reading thermometers, etc.
- Visual Arts: painting a polar bear, depicting 3-dimensional objects in 2-dimensions, using creative tools such as paint, scissors, and various media in representations of objects, etc.

Connections to Other Schools

GEA has and will maintain connections to schools outside of the U.S. in order to develop a global sense of community. These connections provide students at GEA with the opportunity to learn about foreign cultures firsthand as they interact with students from various countries, share information, and develop appropriate responses to global concerns.

For example, Little Campus is a school in South Korea with which GEA has maintained contact over the past several years. Students from Little Campus visit GEA approximately every other year at which time they present information about their country and city of residence. Students at GEA are able to hear firsthand from other children about another country/culture and are often treated to food samples and cultural artifacts from the country. This experience also reinforces the Korean language program at GEA as it increases interest in the language and culture of Korea and makes learning more relevant for students at GEA.

Impact - The integration of global education into all subject areas has increased student exposure to global issues and concerns. For example, global education is facilitated through the use of *Achieve3000*, *NewsELA*, and *Time for Kids* during language arts and social studies blocks of time. Exposure to global concerns has also occurred at Halloween when students were invited to collect money for UNICEF to help children in other countries access clean water. The connection with Little Campus and the visit to our school by students from Korea is another way that GEA has promoted Global Education. Integration of global issues during the morning assembly occurs on a weekly basis. **As a result of these kinds of activities, global education has become a more natural part of the curriculum.**

MINECRAFT

Description - MineCraft is an online program that is currently being used by 4th grade students to integrate various subjects in the completion of a task. MineCraft allows students to create and model systems in an online platform. For example, a 4th grade teacher presents a task to students that requires them to create a roller coaster that conforms to a set of pre-determined specifications. Students work to develop and test their roller coaster online in MineCraft. In performing this task, students are exposed to concepts and learning throughout the curriculum as follows:

- Science/Engineering– concepts of gravity/pull/push, conversion of energy from one form to another, designing a structure according to specifications, etc.
- Math – calculation of track lengths, conversion of specs into various units applicable to development of roller coaster, calculation of speed, calculation of height vs. length, etc.
- ELA – development of academic vocabulary, reading of non-fiction text, writing narrative, etc.
- Social Studies – understanding recreation in U.S. and across cultures; comparing/contrasting ways in which peoples around the world experience recreation, understanding how ways of recreation change over time, understanding of careers related to science and engineering, etc.

Impact – As result of these types of projects using MineCraft students are able to better integrate and apply knowledge across the curriculum. Students are highly engaged in the work that is required to complete these tasks and experience application of this knowledge in more practical/real life scenarios. Use of MineCraft also allows students to create/experience different worlds, biomes, and cultural representations, thus also facilitating a global perspective.

MUSIC PROGRAM

Description - Parents at GEA wanted to implement a music program for the students so they worked hard to fundraise money for a music teacher. The Booster Club played an important role in fundraising and sponsoring the music program. In school year 2014/2015, GEA was able to hire a music teacher who taught all grade levels (K-5). The teacher visited each class (total of 12 classes) twice a week for 30 minutes each session. Each grade level learned basic music rules and concepts through various approaches and methods. Grades K-1 learned basic music rules and concepts through singing songs and dance; grades 2-3 used the recorder; and grades 4-5 used the classical guitar.

Beginning with the 2016/2017 school year, it was determined that classical guitar was too difficult for students to learn given the limited amount of time (1 hr. per week) that could be allotted for lessons. Accordingly, the GEA administrative team in conjunction with the Booster Club and the music teacher decided to replace instruction in classical guitar with that of the ukulele and continue instruction in recorder through the 4th grade. Thus, the configuration for the next 5-year petition term is as follows:

Grades K-1: basic music concepts, song, and dance
 Grades 2-4: recorder
 Grade 5: ukulele

Students perform for parents twice year, in December and in June.

Music instruction also occurs during the after school program. A retired professor from UCLA leads a drumming class twice week for students in 3rd, 4th, and 5th grade. Last year, the drumming students were selected to perform at the Korean American parade in Koreatown.

Impact - Playing music requires basic knowledge of mathematical concepts like counting notes and figuring out patterns. Musical training helps develop language and reasoning. It also helps

with hand-eye coordination and spatial intelligence. Overall, music stimulates brain activities that has led to many benefits.

INCREASED USE OF LITERATURE

Description - In 2012, fourth and fifth grade began implementing literature book studies into the curriculum, and third grade has incorporated authentic literature into their curriculum beginning in 2013. This is in contrast to the *Treasures* system where a student is exposed to a fast paced series of short stories or excerpts at a rate of one per week. The goal was to be able to provide students with an authentic literature experience while still covering the Common Core State Standards. Books were chosen to cover a range of cross-curricular subjects with an emphasis on science and social studies.

For the next five years covering the renewal period, teachers in grades 3, 4, and 5 will continue to make literature selections that align with the standards and themes appropriate for each grade level until the use of *Treasures* literature selections becomes obsolete. Teachers will continue to teach the skills and concepts presented in *Treasures* to ensure that students are learning this relevant content at each grade level. The development of these skills and concepts will also make use of selected *Treasures* workbook pages as appropriate. Thus, content from the *Treasures* reading program will ultimately supplement the teaching of the authentic literature selections by the third year of the renewal period.

Impact - Since the implementation of the use of literature books, students have shown an increased level of interest in the stories that they read. Skills are taught within the context of the story so as to provide a more meaningful learning experience for the students. On the 2015-2016 CAASPP test, 59% of fourth graders and 51% of fifth graders achieved a score of *standard met* or *standard exceeded* in ELA/Literacy skills.

INSPIRE WEEK

Description - Inspire Week was created in 2014 to promote college awareness and introduce new careers to GEA students. During the week, multiple speakers and presenters come to GEA to share about their careers. Professionals are invited from a variety of fields: police officers, doctors, engineers, DJs, corporate managers, etc. Students have the opportunity to interact with different speakers. They also spend one day learning about different colleges and universities and the benefits of continuing their education after high school.

A typical presentation by an outside speaker can be illustrated as follows (actual example). A television personality from a Spanish broadcast company comes to present her career to students. She describes the TV program to students and provides clips of herself on the job. She details how the television program is put together describing the behind-the-scenes activities that lead to production and introduces some of her team members. She then outlines the skills and education necessary to perform her job duties. After the presentation, students are invited up to the front to simulate aspects of her show. In conclusion, students are permitted to ask questions about the content of the presentation.

As a result of this presentation, students have gained an understanding of the following:

- How television programs, specifically news programs, are produced
- How a team works together to create a product
- The social needs that are met through such a production
- How and why advertisers sponsor TV shows
- The education and experience necessary for becoming a TV host
- Understanding of various positions and jobs related to show production

Impact -Students are exposed to many colleges and careers with the goal of opening their minds and creating conversation around college and career readiness. The professionals give first-hand accounts of new and exciting opportunities that students might not have exposure to. Students learn about daily job activities as well as the education required for each position.

MORNING ASSEMBLY

Description – Starting January 2013, GEA has been holding 30 minute assemblies on Tuesday and Thursday mornings from 8:00 – 8:30 AM. All students are gathered outside for the assemblies. Assemblies are held K-5th or in two groups of K-2nd and 3rd-5th. The morning assemblies are led by the intervention teachers and TAs. The assemblies cover a variety of topics that include global education, nutrition, vocabulary, and Character Counts.

Global Education

Interventionists (teachers and TAs) select a country of the month based on student interest as determined through surveys. Aspects of the focus country including language, culture, food, clothing, location, geography, etc are presented each week during the assembly. During a quiz session that follows each presentation, students are able to demonstrate their understanding of topics presented. Students are also often treated to food that represents the country and are able to express their opinions/comparisons relative to the food. Students also learn key phrases from the language(s) of the country and compare with their own.

Nutrition

Following guidelines provided by Federal and state governments related to nutrition, students are exposed to concepts such as My Plate, food pyramids, food nutrition, food categories, names of food items, food service procedures, food preparation, etc. For example in a series of lessons reinforcing concepts covered in a unit on My Plate, students would learn: how to organize a meal to make sure that each of the categories on My Plate is covered; how to prepare a simple main dish for My Plate; the nutritional content of each of the food items prepared for My Plate, the names of any novel fruits and vegetables included in a My Plate sample.

Vocabulary

Interventionists provide students with a word of the month. This word is selected for its relevance to other topics presented during the morning assembly and is an example of “academic vocabulary.” Students are provided with a definition of the word and examples of its use in sentences. Students are asked to provide definitions of the word in their own words and to make

sentences using the words. Students are often asked to complete these tasks in groups or in pairs and then present out to the whole group. Selected students are also asked to act out the words for the whole group to observe. During quiz or game sessions, students are asked to recall the words, provide definitions, use the words in sentences, and/or act out the words for others to guess.

Character Counts

Interventionists also routinely provide lessons and content related to Character Counts. Character Counts focusses on the development of six character traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Interventionists during the morning assembly provide definitions and examples of each of the traits, ask students to listen to scenarios and identify the traits, ask students to listen to definitions and identify the trait, involve students in acting out scenarios that illustrate various traits, ask students to solve real life scenarios using the traits. These lessons reinforce the positive schoolwide culture that GEA is creating by providing replacement behaviors for those that are less than positive.

Impact – For the students, morning assemblies provide learning opportunities for enrichment and development of a positive school culture. For teachers, the additional 30 minutes on Tuesdays and Thursdays provide a designated time for teachers to meet, plan, and collaborate on curriculum and school committees.

Success of the school’s educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant subgroups

GEA has been highly successful in meeting the specific needs of its student population. GEA provides a safe and welcoming learning environment in which all students can succeed. This was evidenced by data presented above detailing the many successes that GEA has enjoyed over the years as a provider of a quality education. The following table lists some of these subgroups, their needs, and how those needs were met. The information provided in table is an overview of information detailed in the pages that follow.

Student Subgroup	Needs	Meeting the Needs Through...
Students with Disabilities	<ul style="list-style-type: none"> • Low academic performance • Poor self-esteem • Behavior problems 	<ul style="list-style-type: none"> - Development of appropriate IEPs - Keeping to timelines - Involving parents in IEP meetings - Providing MTSS - Providing informal/formal counseling as needed - Creating school wide system of positive behavior supports
Foster Youth	<ul style="list-style-type: none"> • Attendance at multiple schools • Gaps in education • Disruption • Emotional and social challenges 	<ul style="list-style-type: none"> - Development of accelerated enrollment process

	<ul style="list-style-type: none"> • Acute chronic stressors • Poor academic performance 	<ul style="list-style-type: none"> - Maintaining communication between sending and receiving schools - Facilitating access to services - Providing social/emotional support - Providing MTSS - Designating onsite personnel to track student progress - Providing informal counseling as needed
English Learners	<ul style="list-style-type: none"> • Language acquisition delays • Poor self-esteem • Lag in accessing content 	<ul style="list-style-type: none"> - Providing integrated and designated ELD - Teaching rigorous and relevant curriculum - Monitoring lessons using OPAL - Creating school wide system of positive behavior supports - Providing informal counseling as needed - Providing PD in area of ELD instruction
Socioeconomically Disadvantaged	<ul style="list-style-type: none"> • Emotional and social challenges • Acute and chronic stressors • Cognitive lags • Health and safety issues 	<ul style="list-style-type: none"> - Maintain school wide system of positive behavior supports - Implementing MTSS for struggling students - Providing connections to social services - Providing informal counseling
Latino African American	<ul style="list-style-type: none"> • Cultural disconnect with larger society • Feelings of isolation/disaffection • And, to the extent that larger proportions of these subgroups are also socioeconomically disadvantaged, all of the aforementioned issues as well 	<ul style="list-style-type: none"> - Affirming heritage language and culture through targeted lessons and curricula - Teaching using culturally responsive techniques - Provide supports as described for the socioeconomically disadvantaged

For all of the aforementioned subgroups, GEA will provide access to a robust academic intervention program that coordinates access to the strategies listed for each of the sub-groups. The intervention program is characterized by use of both push-in and pull-out strategies.

Push-in intervention will occur in the morning under the direction of the classroom teacher. Six interventionists will provide support in the classroom to twelve classroom teachers, one interventionist per two teachers. Interventionists during the morning push-in sessions will work with small groups or one-on-one to complete classroom work. Alternatively, interventionists may be assigned to work with the larger group while the classroom teacher pulls small groups of students. Push-in intervention is designed to promote differentiated learning in the classroom, a key to providing all sub-groups with access to content and curriculum.

Pull-out intervention will occur during the afternoon for selected students in grades 3-5. Groups of students will be organized based on teacher input and data from the NWEA MAP benchmark

tests that identify students on the cusp of proficiency i.e. “bubble students.” These bubble students will receive intensive instruction in SBAC content clusters in math and ELA. Focus in these specific content skills will enable students to pass the CAASPP exams in math and ELA with a score of “meets or exceeds standard” to a greater degree.

Areas of challenge that the school has experienced and how the school has improved and/or will improve in such areas

One area of challenge that the school has encountered has been reclassification of EL students. With a reclassification rate that barely exceeds that of the District, there is much to be done to improve the outcomes for this population group. The following are some of the strategies that GEA will employ to meet this needs of this group specifically.

1. ELD coordinator position
2. Strengthening the intervention program (hiring an additional two interventionists)
3. Focusing on the OPAL (Observation Protocol for Academic Literacy)
4. Providing professional development in critical areas

ELD Coordinator Position

Because there is a high percentage of EL students at GEA, there are many students who struggle with learning English or who struggle learning content through English. An ELD coordinator has been selected to help with ELD instruction. This person is a certificated classroom teacher who receives an annual stipend.

The duties of the ELD coordinator include the following:

- Collecting of and analyzing data related to CELDT/ELPAC testing
- Collecting of and analyzing data related to reclassification
- Collecting of and analyzing data related to the AMAOs
- Performing peer observations of ELD lessons, both integrated and designated
- Working with teachers as a coach to improve ELD instruction
- Making a list of resources that teachers can use to improve ELD instruction
- Providing PD to teachers in areas of need as identified through observation
- Ensuring EL data reported to the State is accurate and timely

Each of the duties of the ELD coordinator is outlined in the table below with a description of the data and a timeline for presentation to the administrative and teaching staff.

DUTY	DESCRIPTION	TIMELINE FOR PRESENTATION
Collecting and analyzing CELDT/ELPAC data	ELD coordinator to acquire CELDT/ELPAC data from the State each year and to analyze based on the number of students achieving one year of progress or not, number/percentage of students taking test with prior year scores, and scores of students in each of the categories (listening, speaking, reading, writing) to determine schoolwide areas of need. This data is to	As data are released in January/February

	be reported to administrative team and teaching staff at the end of February.	
Collecting and analyzing reclassification data	<p>ELD coordinator to report on the following:</p> <ul style="list-style-type: none"> • % reclassifying as a result of the release of CELDT/ELPAC data in Jan/Feb. • % reclassifying as a result of completions of final report card data in June • Total # reclassifying throughout the year in June • List of potential reasons for students not reclassifying <p>List of potential actions to be taken the following year to increase reclassification</p>	March and June
Collecting and Analyzing data related to AMAOs	<p>ELD coordinator to present data related to AMAOs to administrative and teaching staff that includes:</p> <ul style="list-style-type: none"> • % of students achieving 1 year of progress on CELDT/ELPAC • % of students taking test with prior year results • % of LTEL making progress on CELDT/ELPAC <p>ELD coordinator to provide explanation/rationale for not meeting any of AMAOs</p> <p>ELD coordinator to provide potential solutions.</p>	September/October
Performing Peer Observations	<p>ELD coordinator to select and observe teachers delivering ELD lessons</p> <p>ELD coordinator to compile data regarding number of observations conducted and results therefrom including:</p> <ul style="list-style-type: none"> • EL strategies in use as measured by the OPAL instrument • Response of students • Any correlations between application of OPAL strategies and progress on the CELDT/ELPAC <p>List of potential topics for PD based on observations</p>	Once a month throughout the year
Working as a Coach	<p>ELD coordinator to provide feedback to teachers observed throughout the year. Data provided to administrative and teaching staff include the following:</p> <ul style="list-style-type: none"> • # of teachers to whom feedback was provided • Types of lessons observed whether they be integrated or designated • Consolidated list of topics covered during coaching sessions <p>Areas of greatest need and potential solutions to meet these needs</p>	Ongoing throughout the year
Making Lists of Resources	<p>ELD coordinator to provide administrative and teaching staff with a list of potential resources to help meet needs identified through peer observations. These lists may include the following:</p>	Once a Month

	<ul style="list-style-type: none"> • PD resources (online/offline) to meet instructional needs of teaching staff • Online and offline teaching materials to meet needs of students <p>Interim assessment resources to help gauge student progress more accurately</p>	
Providing PD to Teachers	<p>ELD coordinator to provide ongoing PD opportunities to administrative and teaching staff in an effort to bolster the ELD program. Data regarding the PD include the following:</p> <ul style="list-style-type: none"> • Type and quantity of PD offered • PD completed by administrative and teaching staff • Impact of PD on administrative and/or teaching staff <p>Impact of PD on student outcomes</p>	Monthly
Ensuring EL Data Reporting Is Accurate	<p>ELD coordinator to confirm with Charter School's Data Manager and State that:</p> <ul style="list-style-type: none"> • Reclassification data is accurately and timely submitted to CALPADS at the time of reclassification • Printed CALPADS report of EL status and reclassification mirrors that of Charter School's PowerSchool system • CAASPP reporting of EL status matches that of CALPADS and PowerSchool 	Monthly

Strengthening the Intervention Program

GEA has increased the number of interventionists from four to six. (Funds have been allocated to permit the hiring of four intervention aides and two intervention teachers, making a total of six interventionists.) Furthermore, requirements for the positions have been upgraded. Intervention aides are college graduates, and Intervention Teachers additionally possess a California Teaching Credential issued by the CTC. To entice higher quality intervention teachers, the position also pays benefits.

All interventionists (aides and teachers) work in the classroom in the mornings under the direction of the classroom teachers. They work one-on-one and with small groups of students providing extra support to struggling students as well as facilitating classroom management and behavior support. In the afternoons, intervention teachers pull-out small groups of students in grades 3, 4, and 5. The focus is on achievement of academic standards in preparation for the SBAC tests.

In addition, Intervention Teachers and Aides are responsible for conducting Morning Assemblies which occur every Tuesday and Thursday for 30 minutes. In these Morning Assemblies, Interventionists cover global topics, vocabulary, Character Counts, health education as well as other topics based on student interests. These Morning Assemblies support EL development through content. Intervention Teachers also monitor morning Lexia sessions. Students who are struggling with English Language are recommended by teachers to participate in these sessions to help develop basic phonics and reading skills based on their level. Also, Interventionists

monitor morning silent reading. This occurs during the 15 minutes before school starts. This program was put in place in order to encourage students to read more as well as have more exposure to literacy.

Focusing on the Observation Protocol for Academic Literacy (OPAL)

The Observation Protocol for Academic Literacy (OPAL) was developed by professors at Loyola Marymount University as a way to monitor and evaluate instruction for English Learners. The protocol has four general domains that describe components of an effective lesson. The four domains are Rigorous and Relevant Instruction, Interactions, Comprehensibility, and Connections.

10 out of 13 teachers at GEA have been trained in the use and application of the protocol. Professional development will include a review for teachers who have already completed training and a more thorough overview for teachers who have not yet received the training. If and when LMU provides training in OPAL this school year, teachers who have not formally received training will be offered the opportunity to participate. In the interim, administrative staff, board members, and existing teaching staff who have received training in the OPAL instrument will provide ad hoc professional development in the use and application of the OPAL instrument on an as needed basis.

This ad hoc training will include as mentioned above a review of the instrument and protocol; discussions about how each of descriptors of the instrument can be observed in a lesson; peer observations using the OPAL instrument; coaching of teachers using the instrument and identified protocols.

Since the OPAL addresses academic literacies, teacher application of strategies and components outlined in each of the four domains will enhance instruction for all English Learners at GEA. This enhanced instruction will lead to better performance on informal assessments, benchmarks, and ultimately the CAASPP.

Providing Professional Development in Critical Areas

ELD Instruction

The focus of PD during the entire 2015/2016 school year was on ELD instruction. Teachers learned about the new ELD standards, how to differentiate instruction, and provide integrated and designated ELD instruction. These topics were treated each month throughout the year. For the 2016/2017 school year, ELD instruction will take place for five hours during the month of December. Professional Development will focus on review of past learning plus the integration and use of technology to facilitate ELD instruction.

Professional development in the area of ELD instruction will benefit students who struggle because of language acquisition issues.

WASC Preparation

Professional development in preparation for a WASC visit will increase teacher understanding of these the language programs and focus teacher attention on program implementation details. Of

particular importance is the enhanced instruction that will occur in the bilingual program. EL students in the bilingual program will benefit most from high quality instruction that values their primary language as a tool for communicating relevant content and as a springboard for learning a second language, English.

Next Generation Science Standards

GEA has recently purchased FOSS Kits for all grades. The FOSS Kits and program are based on the NGSS. Professional development in the use of an NGSS based science program will help teachers to better understand the standards and the development of lessons based thereon. This professional development will also include an overview of strategies for teaching literacy as it relates to informational text, a major component of the CAASPP ELA. It is expected that student results will increase in part as a result of this PD for the reasons explained

Illuminate

Illuminate contains an online databank of question items that teachers can access to develop a variety of quizzes, tests, and exams. The items are for the most part standards based, and the test format can be configured to imitate the SBAC. Results from the Illuminate tests can be accessed immediately, giving teachers the opportunity to modify instructional practices in real time. Results include individual and classroom totals and item analysis.

An example of how Illuminate is used formatively to guide instructional programming can be seen in a recent observation of a 5th grade class. The teacher presented a lesson on “confusing verbs” such as raise/rise and lie/lay. As part of the must do’s and may do’s of the lesson, students were required to take an Illuminate quiz. The results of the quiz were used to provide additional feedback to students in their completion of other components of the IWT and to determine whether re-teaching was going to be necessary.

Implementation of Illuminate will be school wide. As such, schoolwide support in using Illuminate will be provided on an ongoing basis from Illuminate, from school administration, and from peers more proficient in its use.

In addition to ongoing topics for professional development focusing on critical needs, the following table outlines potential and major topics for professional development during the course of the 5-year renewal term.

TOPIC	TEACHER OUTCOMES	STUDENT OUTCOMES
Project Based Learning	<ul style="list-style-type: none"> • Better understand concept of project-based learning • Increase number of projects that students are exposed to • Further integrate lessons across the curricula 	<ul style="list-style-type: none"> • Learn content and concepts through an integrated approach • Having better understanding of application of concepts • Increase ability to meet or exceed standards on SBAC performance based tasks

	<ul style="list-style-type: none"> • Provide students with more real-life application experiences • Engage students in meaningful activities 	<ul style="list-style-type: none"> • Remain engaged in the learning process • Increasingly see diverse concepts as being related
Cognitive Math	<ul style="list-style-type: none"> • Better understanding of what it takes to teach math with a cognitive approach • Increase number of cognitive strategies in use to teach math concepts • Integrate aspects of cognitive math with “cognitive” teaching of other subjects such as science 	<ul style="list-style-type: none"> • Better ability to describe mathematical concepts using language • Increased ability to solve mathematical problems creatively • Increase confidence in application of mathematical concepts and skills • Integration of skills, concepts, and applications thereof • Better performance on SBAC
Questioning Techniques	<ul style="list-style-type: none"> • Increased knowledge and use of questioning techniques to promote student learning • Better use of questioning techniques to promote student/teacher discussion • Increased incorporation of open ended questions to promote discussion 	<ul style="list-style-type: none"> • Development of increased participation rates • Development of higher level thinking skills • Development of cognitive skills related to analysis of topics and concepts • Enhanced ability to answer inferential and other higher order questions
Brain Based Learning	<ul style="list-style-type: none"> • Better understanding of how the brain functions • Increase in the use of brain based strategies to meet needs of students • Increase use of diverse strategies to meet needs of brain 	<ul style="list-style-type: none"> • Exposure to content and strategies designed to maximize learning as it relates to the brain • Higher interest in content • Exposure to multiple/diverse formats • Better development of concepts and skills • Higher retention of information • Better application of skills

3. Student Population to Be Served

GEA will serve all K-5 regardless of racial, ethnic, linguistic, or economic background. The Los Angeles area is characterized by diversity. Consistent with its stated mission, GEA will actively recruit students of diverse racial, ethnic, linguistic, and economic backgrounds representative of surrounding neighborhoods.

Given that the District’s current student population consists predominantly of various minority groups, GEA will strive to maintain a balanced student population by actively recruiting from all subgroups. Characteristics of the GEA student population will include:

- Ethnic and racial diversity: Located in a center of ethnic and racial diversity, GEA will actively recruit from all ethnic and racial subgroups, consistent with our belief that a diverse student body supports the charter’s stated mission to promote responsible participation in the local and global community.

- **Language Diversity:** Located in an area where many languages other than English as well as non-mainstream forms of English are spoken, GEA will actively recruit from this linguistically diverse community, consistent with our belief that a diverse linguistic mix of students supports the charter’s stated mission to promote awareness of and respect for intercultural communication and the desire to learn other languages. The linguistic diversity specifically represented at GEA includes speakers of Spanish and non-mainstream forms of English.
- **Socioeconomic disadvantage:** Located in a center of socioeconomic diversity that includes historically disadvantaged neighborhoods, GEA will actively recruit from underserved neighborhoods, consistent with our commitment to extend opportunities to all students to participate in an exemplary, rigorous curriculum and achieve academic excellence.

Specific sub-groups that GEA will recruit, enroll, and educate, their specific challenges/needs, and means whereby these challenges/needs will be met have been described in table form in the previous section.

4. Five-Year Enrollment Rollout Plan

The school currently enrolls 240 students. Beginning with the 2017/18 school year, GEA will enroll two additional students per class, not to exceed the 10% cap that would require a material revision. GEA does reserve the right to apply for a material revision to increase enrollment beyond the 10% cap and/or grade levels served at a later date.

The following table shows anticipated enrollment numbers for the renewal term.

Enrollment Roll-Out Plan					
Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K (incl. TK)	44	44	44	44	44
1	44	44	44	44	44
2	44	44	44	44	44
3	44	44	44	44	44
4	44	44	44	44	44
5	44	44	44	44	44
Total	264	264	264	264	264

Goals and Philosophy

5. Vision and Mission Statements

Mission of Global Education Academy

The mission of Global Education Academy is to create a safe and challenging learning environment that emphasizes global awareness and leadership. GEA is committed to providing students with a wide variety of linguistic and cultural experiences that give students the opportunity to develop a true understanding and respect for all people.

Vision of Global Education Academy

Global Education Academy will develop citizens of the world who are successful leaders not only in their local communities, but in the international community as well. Through a balanced curriculum that addresses academic, linguistic, social, physical, and emotional development, Global Education Academy students will close the achievement gap.

Global Education Academy believes its students will:

1. Achieve at or above federal, state and district academic expectations; and,
2. Acquire high levels of academic proficiency and literacy in English and in another language; and,
3. Participate in a variety of multicultural experiences to develop understanding and respect for all people.

To assure that future citizens contribute successfully, schools must offer a high quality public education to all students regardless of their race, ethnicity or socio-economic status.

GEA believes that a good education can empower students with a strong academic and technological skill base, and at the same time develop each student's creative potential, critical thinking and problem solving skills.

GEA believes that new citizens of the twenty-first century will require multi-lingual skills, the ability to communicate across cultures, and the ability to use integrated technology to actively explore local, state, national, and global issues.

GEA believes that its overall mission will be achieved when students receive:

- A wide variety of linguistic and cultural learning experiences that develop an understanding of and respect for all people, their languages and cultures.
- A comprehensive balanced academic curriculum that that addresses each student's academic, linguistic, social, physical, and emotional development using culturally and linguistically relevant strategies and materials.
- Opportunities to develop high levels of academic English and another language.
- Opportunities to use technology for learning.
- A safe and challenging learning community for students, parents, and faculty that emphasizes global awareness and leadership.

- A safe and challenging learning community for students, parents, and faculty that seeks to assure grade-level student achievement in all content areas and supports students with learning differences.

The skills students develop at GEA will allow them to be successful leaders who:

- are able to communicate in a multi-cultural/lingual environment; and,
- can bridge gaps between people of various cultural and socioeconomic background; and,
- have the technology to succeed in today’s technologically advanced society; and,
- have the ability to critically analyze and solve problems facing their communities and the world.

6. Characteristics of an “Educated Person” in the 21st Century

Today’s students will enter a world that is yet unimagined, with technological advances that produce both problems and solutions for the world population. Technological and demographic changes exert intense pressure on schools to reexamine basic issues about the nature of schooling. It is within this changing world context that GEA seeks to develop responsible citizens and leaders for our future local, national, and international communities.

In general, GEA believes that an educated citizen of the 21st century must have all of the following characteristics:

- High levels of literacy and the ability to access core knowledge required to understand the interconnected communities of education, business, government, technology, and the arts
- The skills to analyze and think critically about information derived from a variety of sources, presented in a variety of formats
- Skill in written and oral communication in English, including the ability to compose and present ideas to audiences of various backgrounds
- Oral and written skills in a language other than English, including the ability to communicate effectively with speakers of that language
- Competence in mathematics and the sciences as well as an understanding of their key role in the technological 21st century
- Knowledge in the various social sciences with a focus on large issues, their intersection in local and global contexts, and the role of language, culture, and leadership in resolving conflict
- Appreciation for the arts and a participatory interest in activities that require the use of multiple intelligences
- Technological competence in a variety of electronic media for use in communication and research

Specifically, as it relates to technological competence, the following skills will be taught:

- Use of technology to facilitate the gathering and creation of information whether it be through access to online sources or internal databases, or through applications such as

Excel, MineCraft, Survey Monkey, Google Apps etc. that enable students to generate their own information

- Use of technology to facilitate and foster inquiry and investigation
- Use of technology to organize and represent data through programs such as Word, PowerPoint, and Excel
- Use of technology to collaborate with others; i.e. video-conferencing, messaging, bulletin boards; social media
- Use of technology to develop creative solutions to real-life problems using applications such as MineCraft

GEA believes that students will contribute successfully to the 21st century when schools offer an exemplary education to all students, regardless of race, ethnicity, home language, or socio-economic status. GEA curriculum and instructional methods are inspired and guided by these values and the belief that our global focus will prepare our students for leadership in the global community.

7. How Learning Best Occurs

Learning best occurs when academic frameworks and school conditions are integrated and aligned to the language abilities of students (Collier & Thomas, *School Effectiveness for Language Minority Students*, 1997). These conditions include the following processes and elements.

- **Socio-Cultural Processes:** Students learn best when the home, school, and community work together to support learning within a constructivist school environment. This means that the school must design daily learning activities that address the psychological and interpersonal needs that have a serious effect on achievement, sometimes related to low socio-economic status, minority language or ethnic/racial status. GEA will plan and implement instruction designed to assist students to expand incrementally their understanding of concepts and skills, including the linguistic competence needed to interact with others about new learning (Tharp & Gallimore, *Rousing Minds to Life*, 1991). GEA will utilize culturally responsive pedagogy that seeks to minimize discontinuities between school instructional practices and the various interactive styles within student subgroups by drawing on the cultural and language strengths of the student community (Banks & Banks, *Handbook of Research on Multicultural Education*, 1995). Each student will be accepted into the learning community with the respect due them, modeling larger socio-cultural processes at work.
- **Linguistic Processes:** Learning is mediated through language at both the social and individual level (Vygotsky, *Thought and Language*, 1934). This includes subconscious learning and meta-linguistic aspects of the language system (Krashen, *Principles and Practices*, 1981). For teachers to promote simultaneous cognitive and linguistic growth, they must respect and build upon students' prior learning in both first and second languages and cultures. Culturally-different ethnic and language communication styles have an effect on classroom discourse structures and require schools to reexamine their traditional teaching protocols. Successful schools draw upon and utilize the home

language experiences of English learners, and they accept and utilize participatory interactive styles of communication commonly used by African Americans (Gay, 2000, *Culturally Responsive Teaching*). Students feel accepted and respected when schools adopt an additive philosophy toward teaching English to English learners and academic English to non-mainstream English speakers. An additive approach values the contributions of the home and adds academic language patterns for school success. Such a philosophy embraces and encourages learners to communicate with respect with those of other cultures.

- **Cognitive and Academic Development:** Schoolwork across the curriculum in language arts, mathematics, science, social studies, the arts, and physical education forms the foundation for students' linguistic and conceptual knowledge. Collier and Thomas (1997) demonstrated that students in multilingual environments continue to experience cognitive challenges as they become proficient in a language. Bruner (1986) taught that learning increases as students participate in instructional conversations. Continued attention to incremental growth using scaffolding techniques expands students' ability to question, clarify, summarize, and predict. Continued attention to cognitive and linguistic growth maintains early successes through the middle and upper grades, especially for students adding or expanding academic English, also known as cognitive academic English language proficiency (Cummins, *Educational Framework*, 1981). Proven methods, such as reciprocal teaching (Palincsar and Brown, 1984) teach students how to respond successfully to the growing linguistic and academic complexity of learning tasks as they move through the elementary grades.
- **Parental Involvement:** Students learn best when their parents participate in their academic growth. Gains in student learning are associated with parental participation and understanding of school practices (Chen, *Educational Psychology Review*, 2001). GEA will provide open lines of communication among parents, teachers, and administrators, and will implement parent education and outreach programs to create the foundation for parental participation. Meaningful experiences, responsive to parents' cultural, economic and linguistic needs, will assist parents to understand the goals and methods of schooling for tomorrow's world.
- **Collaboration:** Because all learning is social and depends on interaction, learning takes place when students participate in academic conversations (Cohen, 1986). This means that student collaboration will be evident within every classroom. In addition, collaboration between and among teachers within and across grade levels, and among teachers, administrators, parents and other stakeholders will be scheduled and implemented on a regular basis. Implementation of the social aspects of teaching and learning requires close collaboration among teachers, administrators, parents, and students. To this end, a school's comprehensive plan and effective coordination of resources were found to be instrumental in effective schools (North Central Educational Regional Laboratory, *Elements of Comprehensive Schools*, 2004).
- **Accountability:** Clear standards for success in all curricular areas, articulated among all participants, will help assure the success of a rigorous academic program (North Central Educational Regional Laboratory, *Elements of Comprehensive Schools*, 2004). Accountability will be guided by both formative and summative evaluation, and closely

aligned to California's Common Core standards as well as District and GEA goals and standards. To this end, a well-planned performance-based assessment system will be implemented on a regularly scheduled basis to inform the teaching and learning process, and to assess end-of-year progress toward goals.

- **Technology:** Student use of powerful technology is vital for research and communication. This means that age-appropriate hi-tech tools will be integrated into the curriculum to prepare students for success in an ever-changing, technologically integrated world.

8. Address the requirements of Education Code § 47605(b)(5)(A)(ii), including:

LCFF STATE PRIORITIES						
TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Credential Review Process				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students will be taught by fully credentialed teachers who are “highly qualified” as per the Elementary and Secondary Act (ESEA).	During the pre-hire process, a credential review will determine whether or not a potential hiree has a credential appropriate for the given assignment. For continuing employees, this review will occur before the school year begins.	100% of teachers to hold valid credential	100% of teachers to hold valid credential	100% of teachers to hold valid credential	100% of teachers to hold valid credential	100% of teachers to hold valid credential
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Instructional Materials Inventory				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students will have access to instructional materials at no cost.	Instructional materials and supplies will be purchased prior to the start date of school to ensure that all students have access to said materials on the first day of school.	100% of students to have access to and use of all instructional materials	100% of students to have access to and use of all instructional materials	100% of students to have access to and use of all instructional materials	100% of students to have access to and use of all instructional materials	100% of students to have access to and use of all instructional materials
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Walkthrough Checklist				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Facilities will be maintained to ensure the safety	• An annual review will occur on July 1 st of each school year to identify	All non-urgent repairs	All non-urgent repairs	All non-urgent repairs	All non-urgent repairs	All non-urgent repairs

of students and staff.	<ul style="list-style-type: none"> • maintenance issues. Identified issues will be addressed/rectified before the start of the school year. • Monthly facility walkthroughs will occur after the beginning of the school year to spot any new concerns. • Staff will be trained in safety procedures and policies and will alert administration as soon as possible of any issues that arise • A log of needed repairs and repairs made will be kept by administration 	will be completed within 60 days of notice	will be completed within 60 days of notice	will be completed within 60 days of notice	will be completed within 60 days of notice	will be completed within 60 days of notice
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**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Informal and formal classroom walkthroughs				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State Content and Performance Standards are fully implemented in the instructional program.	<ol style="list-style-type: none"> 1. Purchase course materials to meet needs that are aligned with the State's Content and performance standards 2. Provide professional development on topics focused on the State content and performance standards 3. Conduct classroom walkthroughs, informal and formal observations to determine degree to which State content and performance standards are being implemented 4. Align teacher performance evaluations to include implementation of State content and performance standards. 	100% off classrooms to implement State's content and performance standards	100% off classrooms to implement State's content and performance standards	100% off classrooms to implement State's content and performance standards	100% off classrooms to implement State's content and performance standards	100% off classrooms to implement State's content and performance standards

**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Parents will be highly engaged throughout the school year, participating in a variety of meetings and activities.	<ul style="list-style-type: none"> At the beginning of the school year organize the following: <i>Monthly Coffee and Tea with the Principal</i>; <i>Monthly Parent Training</i>; <i>Monthly SAC</i> meeting with at least three parent representatives; <i>Back-to-School Night</i>; <i>Open House</i>. Conduct annual parent survey to determine needs and concerns. Track parent participation rates. Develop plan to increase parent participation. 	Currently less than 75% of parents participate in at least three events each year.	75% of parents will participate in at least three events each year.	80% of parents will participate in at least three events each year.	85% of parents will participate in at least three events each year.	90% of parents will participate in at least three events each year.	95% of parents will participate in at least three events each year.

**STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____ SBAC _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students, including significant subgroups, will meet targets set by the State in the area of English Language Arts and Mathematics.	<ul style="list-style-type: none"> Provide high quality standards based instruction. Differentiate instruction based on identified student need Assess student progress three times per year using State standards aligned benchmark exam. Provide struggling students with MTSS (Multi-Tiered System of Supports) program. Assess for special education as appropriate and provide services accordingly 	T.B.D In 2016, 48% of students met or exceeded standard in ELA; 46% of students met or exceeded standard in math.	For all students and significant subgroups: GEA will meet state performance targets.	For all students and significant subgroups: GEA will meet state performance targets.	For all students and significant subgroups: GEA will meet state performance targets.	For all students and significant subgroups: GEA will meet state performance targets.	For all students and significant subgroups: GEA will meet state performance targets.

**ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The School will meet its annual State growth target as established by the CA State Board of Education	<ul style="list-style-type: none"> • Provide high quality standards based instruction. • Differentiate instruction based on identified student need • Assess student progress three times per year using State standards aligned benchmark exam. • Provide struggling students with MTSS program. • Assess for special education as appropriate and provide services accordingly 	The School will meet its annual state growth target as established by the CA State Board of Education	Meet state established state growth targets schoolwide and for all numerically significant subgroups.	Meet state established state growth targets schoolwide and for all numerically significant subgroups.	Meet state established state growth targets schoolwide and for all numerically significant subgroups.	Meet state established state growth targets schoolwide and for all numerically significant subgroups.	Meet state established state growth targets schoolwide and for all numerically significant subgroups.

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable							

**ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT (or other State approved test of English language development)					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EL students will advance at least one level on the California English Language Development Test (CELDT) or	<ul style="list-style-type: none"> • Conduct PD for teachers focused on ELD Standards, instruction, and the Master Plan for English Learners • Provide integrated and designated ELD 	57.4% of students advance one level or more	60% of EL students will advance at least one	62.50% of EL students will advance at least	65% of EL students will advance at least one	67.5% of EL students will advance at least one	70% of EL students will advance at least one

other available State test) each year.	<ul style="list-style-type: none"> instruction Provide intervention support through the MTSS model to struggling students 	on the CELDT.	level on the CELDT (or other approved test) each year.	one level on the CELDT (or other approved test) each year.	level on the CELDT (or other approved test) each year.	level on the CELDT (or other approved test) each year.	level on the CELDT (or other approved test) each year.
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ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School's reclassification rate will meet or exceed that of the District.	<ul style="list-style-type: none"> Conduct PD for teachers focused on ELD Standards, instruction, and the Master Plan for English Learners Provide integrated and designated ELD instruction Provide intervention support through the MTSS model to struggling students 	~13% of students reclassify.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.

AP EXAMINATION PASSAGE RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable							

EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Not Applicable							
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SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will maintain a high ADA rate.	<ul style="list-style-type: none"> Communicate attendance goals to stakeholders at the beginning of the year Monitor attendance rates and statistics to keep administration informed of issues. Use software such as OneCall to encourage attendance Acknowledge perfect attendance at assemblies and through newsletters. Develop plan to increase ADA if targets are not met. Keep stakeholders informed of ADA and pertinent issues. 	~96% ADA	>96% ADA	>96.5 % ADA	>97% ADA	>97% ADA	>97% ADA

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will limit chronic absenteeism.	<ul style="list-style-type: none"> Communicate attendance goals to stakeholders at the beginning of the year Monitor attendance rates and statistics to keep administration informed of issues. Use software such as OneCall to encourage attendance Develop plan to increase ADA if targets are not met. 	Currently chronic absenteeism is not a problem at GEA.	Schoolwide 0%	Schoolwide 0%	Schoolwide 0%	Schoolwide 0%	Schoolwide 0%

	<ul style="list-style-type: none"> • Keep stakeholders informed of ADA and pertinent issues. • Communicate directly with parents of students who are chronically absent 						
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable							
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Not Applicable							
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Charter School will maintain a suspension rate = <1%	<ul style="list-style-type: none"> • Establish school wide positive behavior supports • Provide PD to teachers and administrators on alternatives to suspension • Provide additional supports to students and families that may include informal counseling, behavior support plans, meetings with family members, 	Current suspension rate is <1%	Suspension rate < 1%	Suspension rate < 1%	Suspension rate < 1%	Suspension rate < 1%	Suspension rate < 1%

	use of restorative practices, etc.						
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STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Charter School will maintain an expulsion rate = <1%	<ul style="list-style-type: none"> Establish school wide positive behavior supports. Provide PD to teachers and administrators on alternatives to expulsion. Provide additional supports to students and families that may include informal counseling, behavior support plans, meetings with family members, use of restorative justice, etc. 	Current expulsion rate is < 1%	< 1% expulsion rate	< 1% expulsion rate	< 1% expulsion rate	< 1% expulsion rate	< 1% expulsion rate

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Annual Stakeholder Survey					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Charter School will maintain an environment that is positive and welcoming.	<ul style="list-style-type: none"> Survey stakeholders twice a year regarding school climate. Analyze and report results to Board Develop plan to address shortcomings Share plan with Stakeholders 	Fewer than 85% of parents have provided an overall positive rating of the school environment.	85% of respondents will provide an overall positive rating of the school environment	90% of respondents will provide an overall positive rating of the school environment	95% of respondents will provide an overall positive rating of the school environment	97% of respondents will provide an overall positive rating of the school environment	98% of respondents will provide an overall positive rating of the school environment

BROAD COURSE OF STUDY
STATE PRIORITY #7

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Survey				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Charter School will provide to all students, including all subgroups, a broad course of study.	<ul style="list-style-type: none"> • Include subjects such as computer science, science, art, music, and dance in the broad course of study as well as core subjects of ELA, math, science, and social studies. • Develop related curriculum. • Implement broad course of study during regular day program • Support implementation of broad course of study through PD and use of specialized teachers in the areas of music, dance, P.E. etc. • Supplement broad course of study through addition of selected courses/programs to the afterschool program • Conduct annual survey of students and teachers to determine level of implementation. 	100% of students will be engaged through a broad course of study that includes such subjects as computer science, science, art, music, and dance as well as core subjects of ELA, math, science, and social studies.	100% of students will be engaged through a broad course of study that includes such subjects as computer science, science, art, music, and dance as well as core subjects of ELA, math, science, and social studies.	100% of students will be engaged through a broad course of study that includes such subjects as computer science, science, art, music, and dance as well as core subjects of ELA, math, science, and social studies.	100% of students will be engaged through a broad course of study that includes such subjects as computer science, science, art, music, and dance as well as core subjects of ELA, math, science, and social studies.	100% of students will be engaged through a broad course of study that includes such subjects as computer science, science, art, music, and dance as well as core subjects of ELA, math, science, and social studies.

**LEADERSHIP SKILLS FOR THE 21ST CENTURY
STATE PRIORITY #8**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student, Teacher, Parent surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students will learn how to be leaders in the 21 st century.	<ul style="list-style-type: none"> • Deliver a high quality standards based curriculum so that students have the skills to lead • Provide leadership opportunities to students through instructional strategies that include use of cooperative groups and reciprocal reading. • Allow students voice in 	100% of students will indicate progress in becoming leaders of the 21 st century as measured by the annual	100% of students will indicate progress in becoming leaders of the 21 st century as measured by the annual	100% of students will indicate progress in becoming leaders of the 21 st century as measured by the annual	100% of students will indicate progress in becoming leaders of the 21 st century as measured by the annual	100% of students will indicate progress in becoming leaders of the 21 st century as measured by the annual survey.

	establishing curricular and achievement goals. <ul style="list-style-type: none"> • Provide students with leadership opportunities within the classroom and school. • Encourage students to take leadership opportunities in the community. 	survey.	survey.	survey.	survey.	
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LCFF STATE PRIORITIES

GOAL #1

Improve Student Outcomes

Related State Priorities:

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

Local Priorities:

- Gain Proficiency in two or more languages
- :

Specific Annual Actions to Achieve Goal

- Provide high quality standards based instruction.
- Differentiate instruction based on identified student need
- Assess student progress three times per year using State standards aligned benchmark exam.
- Provide struggling students with Multi-Tiered System of Supports (MTSS) program.
- Assess for special education as appropriate and provide services accordingly
- Provide instruction in 2nd language for 50% of day
- Provide targeted/designated ELD/K(Korean)LD/S(Spanish)LD instruction for 30-40 minutes per day
- Conduct PD for teachers focused on ELD Standards, instruction, and the Master Plan for English Learners
- Provide integrated and designated ELD instruction
- Provide intervention support through the MTSS model to struggling students

Expected Annual Measurable Outcomes

Outcome #1: All students, including significant subgroups, will meet targets set by the State in the area of English Language Arts.

Metric/Method for Measuring: SBAC ELA

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)		For all students and significant subgroups:GEA will meet	For all students and significant subgroups:GEA will meet	For all students and significant subgroups:GEA will meet	For all students and significant subgroups:GEA will meet	For all students and significant subgroups:GEA will meet
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						

African American Students		state growth targets.	state growth targets.	state growth targets.	state growth targets.	state growth targets.
Latino Students		state growth targets.	state growth targets.	state growth targets.	state growth targets.	state growth targets.

Outcome #2: All students, including significant subgroups, will meet targets set by the State in the area of Mathematics.
Metric/Method for Measuring: SBAC MATH

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	<i>T.B.D.</i>	For all students and significant subgroups:GEA will meet state growth targets.	For all students and significant subgroups:GEA will meet state growth targets.	For all students and significant subgroups:GEA will meet state growth targets.	For all students and significant subgroups:GEA will meet state growth targets.	For all students and significant subgroups:GEA will meet state growth targets.
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
Latino Students						

Outcome #3: The School will meet its annual API growth target as established by the CA State Board of Education
Metric/Method for Measuring: API or other measure as implemented by the State

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	The School will meet its annual API growth target as established by the CA State Board of Education	Meet state established API growth targets schoolwide and for all numerically significant subgroups.	Meet state established API growth targets schoolwide and for all numerically significant subgroups.	Meet state established API growth targets schoolwide and for all numerically significant subgroups.	Meet state established API growth targets schoolwide and for all numerically significant subgroups.	Meet state established API growth targets schoolwide and for all numerically significant subgroups.
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
Latino Students						

Outcome #4: The School will meet its annual CELDT/ELPAC growth target as established by the CA State Board of Education
Metric/Method for Measuring: CELDT/ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	57.4% of students advance one level	60% of EL students will advance at	62.50% of EL students will	65% of EL students will advance at	67.5% of EL students will	70% of EL students will advance at

	or more on the CELDT/ELPAC.	least one level on the CELDT/ELPAC (or other approved test) each year.	advance at least one level on the CELDT/ELPAC (or other approved test) each year.	least one level on the CELDT/ELPAC (or other approved test) each year.	advance at least one level on the CELDT/ELPAC (or other approved test) each year.	least one level on the CELDT/ELPAC (or other approved test) each year.
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Outcome #5: The School will meet its annual CELDT/ELPAC growth target as established by the CA State Board of Education						
Metric/Method for Measuring: CELDT/ELPAC						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	~13% of students reclassify.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.	Meet or exceed the reclassification rate of the District.

Outcome #6: Students will meet growth target on 2 nd language proficiency test						
Metric/Method for Measuring: School Developed Proficiency Test						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
For All Students and All subgroups	Results of the spring 2017 test will form the baseline.	Increase # of students performing above 50% on test by 5%.	Increase # of students performing above 50% on test by 5%.	Increase # of students performing above 50% on test by 5%.	Increase # of students performing above 50% on test by 5%.	Increase # of students performing above 50% on test by 6%.

9. **Becoming and Remaining Self-Motivated, Competent, and Lifelong Learners**

GEA believes that students who acquire and use learning strategies successfully are able to grow in independence, cognitively, linguistically, and emotionally. As their success and confidence grows, they expand their capacity to make responsible decisions and critically think about the future. Students who internalize successful learning processes are able to consider matters of higher education as real and accessible. GEA’s academic goals and processes are designed to support the growth of each student’s confidence in their own ability as well as their creative potential to pursue future learning in higher education and beyond.

To this end, GEA goals include providing:

- A comprehensive, rigorous academic curriculum that addresses each student’s academic, linguistic, social, physical, and emotional development using culturally and linguistically relevant strategies and materials;
- A wide variety of linguistic and cultural learning experiences designed to expand global awareness and contribute to understanding and respecting all people, their languages and cultures;
- Opportunities to use a variety of forms of technology for learning and communicating;
- Opportunities to develop high levels of academic English proficiency as well as proficiency in another language;
- Opportunities to develop and practice critical thinking and leadership skills within the classroom and school with the aim of developing future leaders for the local and international community.
- A safe and challenging learning community for students, parents, and faculty that supports students with learning differences and seeks to assure grade-level student achievement for all students, in all subgroups, in all content areas.

GEA believes that when students are enabled with the necessary academic skills and strategies to successfully seek out and use new information effectively, they will be motivated to continue. When students are able to use critical thinking skills to solve academic and social problems successfully in school, they will seek similar opportunities outside school. And when students find mutual respect in a culturally and linguistically diverse classroom, they will participate with a respectful attitude toward others of diverse languages and cultures in the larger community.

10. Instructional Design

In general, the following theories and research inform program development. Theories and research specific to curricular subjects are referenced in subsection 11. (Foreign language immersion is also part of the school’s instructional framework. See page 56 for a full description.)

1) Constructivism

Constructivism is the belief that “humans make meaning in relation to the interaction between their experiences and their ideas.” For young children this is often meant to be the interaction between the child and the physical world. As children interact with the world around them, they build knowledge about the world and construct their own knowledge (Piaget, 1967).

It is also through this interaction with the physical world that the child comes to understand symbols. The child becomes responsible for his/her learning and is motivated by his/her confidence and success in this learning process (Von Glasersfeld, 1989).

For the older child, constructivism continues but through more of a social process (Vygotsky, 1978). Vygotsky coined the phrase Zone of Proximal Development to describe how social interactions facilitate and expand upon learning. The child is still constructing his/her

knowledge, but doing so in a social environment, through interactions with a peer or an adult who is more knowledgeable.

For example, as a child plays with blocks of varying sizes, he/she will learn concepts related to size, texture, mass, and weight. As the child begins stacking the blocks he/she will also learn about such things as balance and support. When the child plays with another more knowledgeable child or adult, he/she will begin attaching language to these concepts already learned.

In a constructivist classroom, the role of the instructor becomes that of facilitator, one who creates the conditions for learning (Bauersfeld, 1995). As a facilitator, the instructor:

- Helps the learner to get his/her own understanding
- Helps the learner to play an active role in the learning process
- Places emphasis on the learner
- Asks key questions
- Helps the learner to come to his/her own conclusions
- Maintains dialogue with learners
- Supports the learner in becoming an independent thinker

Strategies that GEA will use to facilitate constructivism in the classroom include the project and task based approaches, the inquiry based method, the cognitive approach, reciprocal questioning, jigsaws, and structured controversies. All of the approaches require the teacher as facilitator to present problems to students that they must grapple with and solve. Even the direct teaching method is employed at GEA with a twist: the teacher begins with a problem that the students must solve.

For example, when presenting a simple grammar lesson about irregular plurals to a class of 1st grade students, the teacher could simply provide a list of irregular nouns (man/men, woman/women, person/people, child/children, etc.) and have students memorize the list. Taking a more constructivist approach, the teacher could present a set of plural and singular nouns taken from a literature book they are reading to students and ask them to sort the nouns in some fashion. As students work in cooperative groups with the words, some will eventually realize that the words can be sorted into word pairs or in categories such as singular or plural, or even into regular and irregular. The teacher can help students along by asking key questions.

When students do this work together, they will be using language to discuss how they are sorting the nouns, and as the teacher circulates to observe, he/she will be adding to the discussion using more academic language thereby increasing student knowledge in an indirect fashion. In both ways, students have learned about the existence of plural nouns, but in the latter case, students have taken more ownership over the process and have done so in a cooperative fashion. The teacher has merely facilitated the learning process.

Constructivist teaching methods lead students to demonstrate better standardized achievement, and perhaps more importantly, improved self-confidence. (Amaral, 2002; Mester, 2008; Hollins, King, J. & Hayman, 1994; Mathison & Young, 1995; O'Neil & Drillings, 1997). Criticism of a constructivist approach includes the fact that presenting lessons in this way requires a lot of time and preparation, something that teachers are often hard pressed to find. Oftentimes, a more

direct method of instruction delivers more content more quickly. Thus, a behavioral approach is sometimes also taken at GEA.

2) Behaviorism

Behaviorism in education posits that learning involves a change in external behavior achieved through using repetition and reinforcement (Chiesa, 1994). Desired behavior, not necessarily the type managed by a classroom teacher when he/she is trying to get a child to stop talking during a lesson, is rewarded and undesired behavior is punished. Using this approach, and taking our example of learning about irregular plural nouns, the desired behavior could be writing the irregular plural noun when given the stimulus of the singular noun. The teacher would show a list of irregular plural nouns to students; have them memorize the list; practice reciting the list and/or matching singular and plural nouns; then give the students a test. Correct responses could be *rewarded* with extra free time, and incorrect responses could be *punished* by having the student write the word pairs multiple times.

As opposed to the constructivist approach, the instructor in a behaviorist model becomes the conductor, so to speak, leading all of the activities in the classroom, and determining if the student responses are correct or not. The teacher takes complete control. The learner has limited opportunities for reflection. The learning is deemed superficial in that interest is not in the internal processes of the learner but in the external changes (Staats, 1968)

3) An Eclectic Approach

What GEA promotes is an eclectic approach that melds together both the constructivist and behaviorist approaches. Teachers are given the opportunity to use techniques and strategies that align with one or the other, and they are more appropriately used within the same unit of instruction as opposed to relegating one unit or the other in its entirety to one approach or the other. An example of how this works is presented below.

A 1st grade teacher designs a unit on *The Very Hungry Caterpillar*. The unit includes lessons in all the core subject areas including language arts, social studies, math, and science. One of the standards in the area of language arts includes the learning of site words. As the teacher reads the book he/she specifically points out the words that will be learned as site words. He/she writes them on cards and practices reading the words with students. Words that are more difficult to learn are practiced more until they can be read fluently by students. The words are reviewed once or twice each day during the morning routine. At the end of the week, the teacher takes each student individually to test whether or not they can read the words. If the student can read all of the words, they earn a sticker. If the student misses some words they are given more practice and an additional homework assignment to read the words at home with an adult. This is clearly a behavioral approach to learning of the site words.

For the science lesson, the teacher takes a different tack: this time it is constructivist. The teacher places some live butterflies in an observation box in the classroom and asks the question "How is the life cycle of a caterpillar different from that of a human?" Students are merely asked to illustrate something from the observation box each day into a journal and comment on it. Over the course of time, students are drawing pictures of eggs, caterpillars, and more butterflies. The teacher makes copies of some of the student drawings for the whole class. The

students are given a circle with arrows on a sheet of paper and asked to arrange the pictures on the circle to make a life cycle. Students are familiar with a life cycle because they did something similar when they studied about families. As they are arranging the pictures, the teacher circulates to hear the rationale for the various placements. Some of the students get it spot on. Some seem a little confused and require a bit more questioning from the teacher. The teacher may ask students to try and remember what happened in the observation box. The teacher may ask others to review the drawings that they drew. In any case, the teacher avoids giving the answer forthright. In the end, most, if not all, students have pasted the pictures around the circle appropriately. The process has taken several weeks to complete, but students can talk fluently about the lifecycle and are able to make easy comparisons with other animals.

11. Curriculum and Instruction

All subjects taught at GEA will be taught using standards developed and made public by the California Department of Education. Each of these subject areas is further described below.

English Language Arts (Core)

GEA will adopt the comprehensive *California Treasures* reading plan that is aligned to the Common Core State Standards. It offers a gradual expansion of topical information and increasing textual complexity. Adopted components include: 1) rigorous, research-based instructional materials and assessments, 2) focused direct instruction, 3) professional development for classroom teachers and administrators to insure integrity of implementation, and 4) a balance of fiction and non-fictional texts.

Up to two hours a day will be devoted to language arts instruction. GEA will measure student progress at the end of each six-week instructional unit, using publisher assessments and benchmark assessments produced by the NWEA. Unit skill assessments will identify student success in meeting benchmarks, identify re-teaching needs, inform instructional planning, and professional development.

GEA expects all students to master complex word forms and fluency in grade-level literature and expository text, recall sequence, main ideas, and supporting details, and construct complete, correct sentences to communicate ideas in written compositions. The goal for students to enjoy and appreciate a variety of literature at grade-level or above is paramount. In addition, students will develop competence in oral presentations, as the development of both oral and written language is essential in a multilingual environment (Tse, 2001).

GEA will use a combination of *California Treasures* and trade books for reading/language arts instruction and assessment. Core instructional concepts and skills will be taught systematically and explicitly, consistent with current research-based approaches. Systematic skill development will continue throughout the higher grades. Skills and strategies drawn from the Common Core State Standards and from the District's (LAUSD) reading goals include the following:

- Provide all students with an exemplary foundation for continued learning.
- Expose students to the best literature and informational texts available;

- Teach learning strategies used by proficient readers for building comprehension and vocabulary skills to all students;
- Teach the skills and strategies used by proficient writers to all students;
- Develop a sense of the worthwhile use of free time in all students; and
- Teach all students to read independently early through systematic, explicit instruction in phonics.

All elements of the Common Core State Standards, as adopted by the California Department of Education in 2010, will be implemented at each grade level. The California standards for English/Language Development will be used in conjunction with the California Core standards.

English Language Development (ELD) (Core)

GEA will adopt the use of *California Treasures' English Language Development*. This series includes a teachers' edition, activity books, and workbooks aligned with the ELD standards of California and with content provided in the Treasures' readers.

Language and content instruction are inseparable (Cummins, 1981). But content instruction and ELD instruction have different purposes. Teachers use language to teach concepts and skills. Students must acquire the language of their teachers in order to participate in learning. Even when teachers use the most ideal sheltered strategies in the most enriched environment, students must receive instruction in the English language as well as time to practice their new language.

English language development will be taught daily for 40 minutes, guided by the California ELD Standards. Students will be grouped by English proficiency level as well as need. Teachers will target vocabulary, language patterns, functions, and grammar in need of clarification and reinforcement. GEA's goal is to make new terms and patterns so familiar that they take up permanent residence in student memory, to be called up and used creatively to form new sentences and ideas surrounding the selected theme or topic.

ELD is a critical part of the GEA instructional day and is addressed by teachers in two or more contexts.

- During the instructional day, new words and language patterns are used and explained within content lessons to assure comprehension of new material taught.
- Every afternoon, direct instruction and reinforcement of new language offers students time to hear it many times in different contexts, to ask for and receive clarifications, and to practice in a safe environment. It offers teachers time to assure that students understand the language used earlier in the day, clarify misunderstanding, and provide practice of target language standards.

The themes and content for ELD lessons are drawn from the curriculum for language arts, math, science, and social studies. Projects will reflect themes in California Treasures and other subject areas. Language tasks will be determined by the California ELD standards on the basis of each child's ELD level and need. Students will participate with the goal of advancing toward English proficiency. Activities for beginners include simple pointing, repeating, choosing between two words, signaling yes or no, either/or, playing games, and singing songs. More advanced students

discover differences between and use a variety of verb forms, participate in purposeful dialogues, tell and retell stories, offer opinions, summarize, and predict. When ELD is closely aligned to content, English learners gain confidence and begin to communicate complex ideas they may be able to express in their own language, but are still learning to express in English.

Student progress in ELD will be monitored using regularly scheduled performance assessments. Additional reinforcement and practice opportunities will be offered as needed: in-class, after-school, on weekends and during the summer. GEA expects all English learners to make adequate or better yearly progress defined as mastery of one ELD level each school year, as measured on the CELDT/ELPAC. In addition, GEA expects all English learners to ultimately achieve an overall score of 4 or 5, and a score of 3 or more in each skill area on the CELDT/ELPAC, and achieve academically to meet criteria for reclassification as proficient in English.

Academic Language Development for non-mainstream speakers of English (Core): The GEA student population will reflect many linguistic backgrounds and include English speakers whose home language differs in structure and form from academic English, or standard-English learners (SELs). Examples of non-mainstream English languages include those spoken in some African American, Mexican American, and other communities. An additive instructional approach will be used to add academic English to existing home language patterns. GEA will provide time and place for Standard-English learners to question, clarify, compare, and contrast new language patterns in a safe environment. As with English learners, this additional time supports student learning during the day and offers teachers an opportunity to assure comprehension in the content areas.

GEA will draw on current research and practice in providing effective instruction for SELs (Center for Applied Linguistics, 1997). Consistent with GEA goals, all students will acquire academic English in an environment that values bi-dialectical proficiency in oral and written language. Research indicates that the acquisition of Standard English is best achieved with a program based upon three principles:

- Extensive exposure to standard dialect speech and writing patterns throughout the school day;
- Activities that highlight and value different patterns of usage in both standard and non-standard varieties of English; and
- Respect for and fostering of bi-dialectical identity among students, secure in both the value of their home variety of English and able to use standard varieties in appropriate contexts.

To these ends, teachers will be trained in discourse patterns such as call-and-response and other speech interactions that have been found to be successful (Foster, 2002). Teachers will follow instructional approaches outlined in the district's *Academic English Mastery Program* (Lemoine, 2006). Instruction will include the use of second language and balanced literacy approaches in the classroom. GEA will institute a program similar to the district's Literacy Back Pack Program which provides student access to reading materials, a research-based approach to increasing literacy development for both L1 and L2 speakers and for standard and other varieties of English (McQuillan, 1997).

GEA's chosen instructional system is consistent with these approaches. Reciprocal reading offers a model for participating in structured academic dialogues that can be analyzed and contrasted with non-mainstream patterns. The school-wide use of graphic organizers provides consistent academic language patterns for exploring meaning in text.

Mathematics (Core): Mathematics consists of both theoretical and applied approaches. Both strands must be integrated to provide students with a complete curriculum. Based on the recently approved Mathematics Framework for California Public Schools (California Department of Education, 2005) and the California Common Core Standards, GEA will provide instruction in basic computational and procedural skills, including the ability to use mathematical reasoning to analyze and solve problems. Teachers will focus on helping students communicate with precision about quantities, logical relationships, and unknown values using signs, symbols, models, graphs, and appropriate mathematical terminology. Instruction will include opportunities to analyze evidence, develop logical thinking, and connect mathematics to other disciplines and to everyday life.

GEA will adopt the state-approved McGraw-Hill My Math as the primary textbook with appropriate publisher assessments. Direct instruction as well as interactive activities will be used to review prerequisite skills at the beginning of a lesson and to provide immediate feedback/correction during a lesson, or for an entire lesson to teach a new concept or skill. Strategic reading skills necessary for math achievement will be taught using graphic organizers designed to identify relevant information from text and organize it for problem solving. Structured classroom dialogue will be used to model effective thinking strategies to define problems and clarify misconceptions. Students will be taught to utilize reciprocal reading groups to read math problems, ask questions, select relevant information, define and solve problems.

GEA will measure student progress using publishers' assessments at six-week intervals and NWEA benchmark exams three times per year in October, February and June. The results of periodic assessments will identify student progress toward goals and the efficacy of math instruction. Teachers will use the results of periodic assessments to identify students meeting benchmark criteria in each concept area and those in need of additional instruction. Results will serve to inform instructional planning, instructional efficacy and professional development.

GEA expects all students to work toward and meet benchmarks established by the district in order to achieve a proficient or advanced score in mathematics on the Smarter Balanced Assessment. Students will work toward proficiency in the following categories as specified by grade levels in the Common Core State Standards:

- Number sense
- Algebra and functions
- Measurement and geometry
- Statistics, data analysis, and probability
- Mathematical reasoning

History-Social Sciences (Core): As members of the global community, students at GEA will be offered daily opportunities to learn a rich and internationally relevant curriculum in history and

the social sciences aligned to the History and Social Sciences Framework for California Public Schools (California Department of Education, 2005). Following that framework, GEA will focus on three basic strands of inquiry:

- Knowledge and cultural understanding, including factual and conceptual knowledge from history, humanities, geography, and the social sciences;
- Democratic understanding and civic values, including a study of our national identity, constitutional history, civic values, and our rights and responsibilities as citizens; and
- Skills attainment and social participation, including study skills and reasoning that leads to effective participation as citizens in both the national and global context.

Participation in the history/social sciences curriculum begins with the earliest grades, and follows a developmental sequence to assist students to learn key concepts. GEA will focus on the following skills and concepts, as well as many others:

- Developing chronological and spatial skills;
- Distinguishing between research evidence, points of view, and the relationship between the two;
- Identifying and interpreting key historical events presented in the curriculum;
- Synthesizing information from different historical and/or social science sources to reach logical conclusions based upon evidence;
- Conducting cost-benefit analysis of various historical events, and using evidence to support a particular stance or interpretation; and
- Connecting past events to present circumstances, seeing the continuity and variability of historical processes.

GEA will adopt state-approved McGraw Hill Social Studies as the primary textbook with appropriate publishers' assessments. Direct instruction and interactive activities will be used to review prerequisite skills at the beginning of a lesson, to provide immediate correctives during a lesson, or to explicitly teach a new concept or skill for an entire lesson. Graphic organizers will be used to classify ideas and language, sequence events, compare and contrast, summarize, and take notes. Students will use reciprocal reading groups to engage in dialogues that model thinking strategies and language patterns for asking questions, judging the reliability of resources, distinguishing between fact and opinion, and clarifying meaning.

In addition, students will participate in community service projects to analyze critical concerns and propose potential solutions for local, state, national, and global issues. These projects are intended to expand students' understanding of their future role as responsible citizens and potential leaders at the local, state, national and international levels in the 21st Century.

GEA expects all students to work toward and meet benchmarks established by the school in order to assure a significant chance of achieving a proficient or advanced score in social science for required state testing at the appropriate grade level. In addition, GEA seeks to expand student understanding, respect, and appreciation for the complexity of the global community, offer tools and develop the confidence to assume a positive leadership role with the ability set direction, inspire others, and take proactive steps toward possible solution.

Science (Core): The systematic study of natural phenomenon is the essence of sustained inquiry in a rigorous science program. The language and content of scientific inquiry is a core element in science curriculum, following principles laid out in the California Science Framework. Inquiry involves both experimental and investigatory experiences, as well as direct instruction and reading in the science areas. Effective science instruction provides multiple opportunities for students to investigate observable natural phenomenon and scientific principles. GEA will provide a variety of opportunities for students to use print resources and technology in the course of experimentation and observation.

Graphic organizers will be used to record and communicate observations, take notes, record sequences and data, summarize, and use evidence to predict.

GEA will adopt state-approved *FOSS Kits* (texts and materials) as the primary textbook/publishers' assessments. Direct instruction and interactive activities will be used to review prerequisite skills of inquiry at the beginning of a lesson, to investigate and experiment during a lesson, or for an entire lesson to explicitly teach a new concept or skill. Reciprocal reading groups will be used to establish meaning from text using focused dialogues to ask questions, define problems, determine relevant information, clarify misconceptions, and determine how to seek empirical evidence.

GEA will measure student progress periodically using publishers' assessments, as appropriate. The results of periodic assessments will determine student progress toward learning goals and the efficacy of math instruction. Periodic assessments help teachers focus on the percentage of students meeting benchmark criteria in each concept area and identify those in need of additional assistance. Results serve to inform instructional planning, instructional efficacy and professional development.

GEA expects all students to work toward and meet benchmarks established by the district in order to achieve a proficient or advanced score in science on the California Standards Test at the appropriate grade level. The following areas, identified in the Science Content Standards (NGSS) for California Public Schools (California Department of Education, 2003), form the basis of GEA science instruction:

- Life sciences
- Physical sciences
- Earth sciences
- Investigation and experimentation

In addition, GEA seeks to expand student understanding of the role of science in solving human problems in the 21st century. Student interest in science in all its manifestations is a valuable national resource. The growth of scientific knowledge has resulted in both positive and negative applications. GEA seeks to link the critical role of responsible leadership with student understanding of scientific knowledge to make a better global world.

Visual and Performing Arts (Non-Core)

GEA goals specify that all students will receive weekly opportunities to learn about different art forms and express themselves in that form creativity and with imagination. The arts in its many manifestations open vistas for children of all backgrounds. Artistic experiences will include participation in performances in order to develop verbal and nonverbal means of expression, following the Visual and Performing Arts Framework for California Public Schools (California Department of Education, 2004). The GEA arts program is grounded in the California Standards for the Visual and Performing Arts and centers on five areas:

- Artistic perception – processing, analyzing, and responding to information perceived by the senses in dance, music, theater, and the visual arts;
- Creative expression – creation of original works that include application of the principles of composition, arrangement, and performance;
- Historical and cultural context – understanding the historical contributions, roles, functions, and development of various artistic disciplines, including learning about musicians, composers, artists, writers, actors, dancers, and choreographers of various periods;
- Aesthetic valuing – analysis and critique of works in the visual and performing arts, as well as applying the processes and skills to creative student products in various disciplines; and
- Connections, relationships, and applications – application of what students have learned in one artistic discipline to projects made for other subject areas.

GEA will provide varied opportunities to participate in a variety of creative endeavors and will showcase student products to enrich the environment of the learning community. All students will participate as completely as they are able in all aspects of the program.

Health and Physical Education (Non-Core)

GEA believes in providing students with a well-rounded education that includes a broad course of study. This broad course of study includes P.E. and health education.

GEA will provide students with 100 minutes of P.E. per week in accordance with State law. P.E. will be taught by the classroom teacher and a designated P.E. instructor. The content of the P.E. lessons will follow standards set by the State and published online at the California Department of Education website under *Physical Education Model Standards of 2005*.

The program/materials that GEA has adopted to teach the physical education is SPARK. SPARK provides teachers with activities and assessments aligned with the California Department of Education's Physical Education Standards.

GEA will provide students with health education for a minimum of 30 minutes per week during designated science instructional time. The content of the health instruction will follow the standards published online at the California Department of Education website under *Health Education Content Standards March 2008*.

Foreign Language Immersion (An Innovative Curricular Component – CORE)

As part of GEA's commitment to global education, the acquisition of an additional language will be a primary instructional goal for students. Students will participate in either of two language program models or strands. Since there will be two classes at each grade level, one strand of classes, K-5, will focus acquiring Korean as a second language while the other strand will focus on Spanish language acquisition.

The Korean Strand

The Korean language strand will teach Korean using an immersion model.

The immersion model has proven successful in a variety of languages and contexts (Baker, *Foundations of Bilingual Education and Bilingualism*, 1993). In a survey of over 1,000 research articles on immersion education, Baker noted a consistency in findings that indicate participation in a foreign language immersion program leads to high levels of proficiency in the foreign language and greater respect for diversity. Collier and Thomas (1997) in their study of immersion and bilingual language models noted that participants in foreign language immersion programs also demonstrated greater levels of English mastery beginning in the upper grades.

Language instruction in Korean and English will be evenly divided in a 50/50 model. 50% of instruction will occur in English while the other 50% will occur in Korean. All subjects will be taught in both languages. However, instruction in one language will not repeat or translate instruction in the other language.

This type of organization has the benefits of a dual language program. The basic program structure, curriculum, and expectations for student achievement would remain the same as for mainstream English speakers, with the exception that Korean instruction and instructional materials would be added.

As for homework in the Korean Strand, assignments will be limited to content and skills taught and reinforced during the regular day to avoid problems arising from the fact that most, if not all, parents of children in the Korean immersion program do not understand Korean and will not be able to provide support. Teachers may use any or all of the following strategies to ensure that students understand how to complete the homework on their own:

- Differentiate homework based on actual Korean language proficiency
- Provide for alternate assignments/problem sets should language be inaccessible
- Ensure that skills assigned for completion in Korean have already been mastered in class
- Reduce amount of language dependent homework
- Focus homework on no more than 1 or two different skill sets
- Provide homework notes in parents' preferred language
- Provide homework notes in students' preferred language
- Provide ample amounts of contextualization
- Provide embedded picture clues
- Simplify Korean instructions and problem sets
- Respond to parent/student questions regarding homework

Language instruction will be divided by time and subject according to the matrix below. The matrix illustrates a sample day in kindergarten in Korean.

Sample Day: Grade K-5		Instructional Lang & Minutes	
		Korean	English
8:00	All students meet for the Pledge of Allegiance, announcements, and school-spirit activities		15
8:15	Opening classroom activities: Daily news, weather graph, and other oral language development	15	
8:30	Reading/language arts instruction	50	
9:25	Recess: Supervised organized activities	N/A	
9:45	Content Instruction (Math, Science, Social Science)	100	
11:20	Lunch	N/A	
12:00	Visual and Performing Arts/ Physical Education	30	
12:30	Content Instruction (Math, Science, Social Science, ELA)		90
2:00	ELD Mixing		90
3:30	Dismissal		
	Total	195	195

As indicated in the matrix above, subject matter will be presented in both languages throughout the day. The ELD mixing portion of the day is when students from both language strands, Korean and English, mix together to promote interaction and English language development.

The Korean Strand Curriculum

Curriculum will be drawn from *California Treasures* in English for English language arts instruction. Korean language arts will be taught using Korean instructional materials and literature that supports themes presented in *California Treasures*. Math (McGraw-Hill), and social studies (McGraw Hill) will be taught using English language textbooks. Concepts and content from these texts that require less scaffolding will be taught in Korean using teacher created materials.

Curriculum for the visual and performing arts and physical education will be developed based on themes presented during language arts instruction. Lessons will address standards outlined in the California Standards and the Common Core.

During ELD mixing time, teachers will prepare projects and tasks in various content areas to promote student interaction. These projects will provide opportunities for student to practice new language appropriate for their level of proficiency as well as reinforce content learning. ELD standards will provide the framework for organizing the language tasks.

All lessons in English or Korean will be delivered using ESL and specially designed academic instructional strategies in either English or Korean. Second language and sheltered strategies are

used to shelter content and use academic language comprehensibly. The goal is to make content accessible to students in both languages. Research has shown that all students, native speakers and language learners, benefit from well-planned sheltered approaches.

Student progress in mastering Korean will be reported to parents in their native language formally three times per year: once each during both parent/teacher conferences, and once on the progress report mailed home at the end of the school year. Interim reports on student progress will occur through the following conducted in the native language of the parent:

- Letters and other communications sent home
- IEP meetings
- Apps such as Class Dojo
- Ad hoc parent/teacher meetings for the purpose of sharing progress
- Phone calls home

The Spanish Language Strand and Curriculum

The Spanish language strand will teach Spanish using a bilingual and/or two-way immersion program model. Spanish-speaking EL students will be mixed in the classroom with English-speaking EO or IFEP students to the extent possible given recruiting realities and parent choice². The daily matrix is similar to that presented for the Korean strand. Content will be delivered in both languages without repetition or translation. Students will acquire either language naturally as they develop content knowledge and skills. Skills and content developed in one language will facilitate the acquisition of language and will be accessible in either language. (Cummins) The Spanish strand will use as its language arts core California Treasures in Spanish. English Language Arts will make use of components of California Treasures in English. ELD will be taught during mixing time in conjunction with the Korean strand students. Instruction in other content areas (math, science, social studies) will follow curriculum presented in English language texts as described above in the Korean strand. However, because students in the Spanish strand will generally be more proficient in Spanish, the teacher will select the more difficult concepts from texts to teach in Spanish and will supplement using teacher created/adapted materials. The less difficult concepts and will be taught in English.

Literacy Development

Students in the Korean strand will develop literacy skills in both Korean and English beginning in kindergarten. Students in the Spanish strand will also develop literacy in English beginning in kindergarten.

Teaching literacy in two languages beginning in kindergarten was successfully piloted by the Korean/English Dual Language Program of the LAUSD in 1993. Prior to the LAUSD implementation, it was thought that development of literacy in two languages beginning in

² In discussions with and surveys of parent preferences, Korean seems to be the language of choice. When asked which language they would prefer their children to learn, the majority of parents of EO and IFEP students would prefer to have their children learn Korean. Given this reality, we expect that many of our EO/IFEP students will choose the Korean strand over the Spanish strand. If this is the case, there will be fewer English language models in the Spanish strand. To increase exposure to and interaction with English role models, we have incorporated a mixing time in the afternoon wherein students from both strands are involved in English instructional activities

kindergarten would be confusing and counterproductive. However, research on this practice of literacy development showed that students were competent and developed high levels of literacy in both languages (Sohn & Merrill, 2008). This success ultimately led to its selection as a model bilingual program by both the California and U.S. Departments of Education.

Accordingly, the Spanish and Korean strands will base instruction on the California Standards in English Language Development and the CCSS in ELA.

Student Placement in the Korean and Spanish Strands

Incoming kindergarten students who are identified as English-only or English proficient on the CELDT/ELPAC will be placed in the Korean program with Korean speaking students identified as proficient in Korean on the Basic Inventory of Natural Language (BINL). Spanish speakers who are not proficient in English will be placed in the Spanish strand.

Students who enter GEA in grades 1 and 2 will be evaluated to determine dominant language proficiency. Parents of students whose dominant language is English will be given the option of selecting either the Korean program or the Spanish language program depending on space availability. English learners whose dominant language is Korean will be directed to the Korean strand where they will receive instruction in English and Korean. English learners with a primary language other than Spanish will be directed to the Spanish strand. Grade 2 typically represents the highest grade at which students without target language proficiency may enter an immersion program. Thus, students new to GEA, entering in Grade 2 and below may be admitted to the Spanish or Korean strand when space is available.

A student may be admitted in grades 3-5 in either the Spanish or Korean language strand. A decision regarding placement will be made based on the home language of the student; prior background with the language, if any; English language ability; parent preference; student interest; and general ability.

If a student is admitted to either the Korean or Spanish strands in grades 3-5 without having the requisite prior language experience, he/she will receive KLD or SLD lessons during Independent Work Time. For subject matter content delivered in the target language, students with less familiarity in the target language will benefit from a differentiated approach that provides additional support to those learning the language for the first time. KLD/SLD lessons and content lessons delivered in the target language will be facilitated by the use of intervention teachers who speak the target language. This equally applies to students who are struggling with the target language. In sum, a multi-tiered system of supports will be provided to students learning either target language. This multi-tiered system of supports is described in the section entitled "Meeting the Needs of All Students."

Curricular and Instructional Materials to be used for each core subject/program/grade level

Grade Level	English Language Arts and ELD	Mathematics	History Social Science	Science	Korean	Spanish
TK/Kinder	California Treasures (K-6) California Treasures ELD (K-6) Leveled Reading Library Core Literature Titles Reading A-Z Accelerated Reader Achieve3000 GEA Writing Program	My Math (McGraw Hill)	CA Vistas (MacMillan/McGraw-Hill)	FOSS Kits	Korean core literature titles Translated books from Reading A-Z Translated versions of story cards from California Treasures Translated materials as made available from LAUSD Translated pages from accompanying workbooks in the Treasures and My Math	Spanish core literature titles Tesoros (McGraw Hill) Reading A-Z Spanish titles
Grade 1	California Treasures (K-6) California Treasures ELD (K-6) Leveled Reading Library Core Literature Titles Reading A-Z Accelerated Reader Achieve3000 GEA Writing Program	My Math (McGraw Hill)	CA Vistas (MacMillan/McGraw-Hill)	FOSS Kits	Korean core literature titles Translated books from Reading A-Z Translated versions of story cards from California Treasures Translated materials as made available from LAUSD Translated pages from accompanying workbooks in the Treasures and My Math	Spanish core literature titles Tesoros (McGraw Hill) Reading A-Z Spanish titles
Grade 2	California Treasures (K-6) California Treasures ELD (K-6)	My Math (McGraw Hill)	CA Vistas (MacMillan/McGraw-Hill)	FOSS Kits	Korean core literature titles Translated books from Reading A-Z	Spanish core literature titles Tesoros (McGraw Hill)

	<p>Leveled Reading Library Core Literature Titles Reading A-Z Accelerated Reader Achieve3000 GEA Writing Program</p>				<p>Translated versions of story cards from California Treasures Translated materials as made available from LAUSD Translated pages from accompanying workbooks in the Treasures and My Math</p>	<p>Reading A-Z Spanish titles</p>
Grade 3	<p>California Treasures (K-6) California Treasures ELD (K-6) Leveled Reading Library Core Literature Titles Reading A-Z Accelerated Reader Achieve3000 GEA Writing Program</p>	<p>My Math (McGraw Hill)</p>	<p>CA Vistas (MacMillan/McGraw-Hill)</p>	<p>FOSS Kits</p>	<p>Korean core literature titles Translated books from Reading A-Z Translated versions of story cards from California Treasures Translated materials as made available from LAUSD Translated pages from accompanying workbooks in the Treasures and My Math</p>	<p>Spanish core literature titles Tesoros (McGraw Hill) Reading A-Z Spanish titles</p>
Grade 4	<p>California Treasures (K-6) California Treasures ELD (K-6) Leveled Reading Library Core Literature Titles Reading A-Z Accelerated Reader Achieve3000 GEA Writing Program</p>	<p>My Math (McGraw Hill)</p>	<p>CA Vistas (MacMillan/McGraw-Hill)</p>	<p>FOSS Kits</p>	<p>Korean core literature titles Translated books from Reading A-Z Translated versions of story cards from California Treasures Translated materials as made available from LAUSD Translated pages from accompanying</p>	<p>Spanish core literature titles Tesoros (McGraw Hill) Reading A-Z Spanish titles</p>

					workbooks in the Treasures and My Math	
Grade 5	California Treasures (K-6) California Treasures ELD (K-6) Leveled Reading Library Core Literature Titles Reading A-Z Accelerated Reader Achieve3000 GEA Writing Program	My Math (McGraw Hill)	CA Vistas (MacMillan/McGraw-Hill)	FOSS Kits	Korean core literature titles Translated books from Reading A-Z Translated versions of story cards from California Treasures Translated materials as made available from LAUSD Translated pages from accompanying workbooks in the Treasures and My Math	Spanish core literature titles Tesoros (McGraw Hill) Reading A-Z Spanish titles

12. Instructional methods and Strategies

GEA looks to well-researched teaching and learning strategies that offer the most promise for its diverse multi-lingual, multi-cultural student body.

Reciprocal Teaching

Methods include the system developed by AnneMarie Palincsat and Ann Brown in the 1980s called reciprocal teaching or reciprocal reading, one of the most researched systems to demonstrate positive results (Rosenshine and Meister, 1994). Reciprocal strategies engage students in structured dialogues designed to create meaning from text using academic language patterns for questioning, clarifying, summarizing, and predicting. Such methods allow students to develop control of new academic language and learning strategies while working within a constructive environment to create meaning cooperatively. As students grow in their capacity to create meaning in text, they grow their ability to consider various implications of the reading material. Reciprocal teaching provides an environment for learning mediated through language (Vygotsky, 1934, *Thought and Language*). It allows culturally-different ethnic and language communication styles to be compared with academic patterns (Gay, 2000, *Culturally Responsive Teaching*). Adopting an additive approach to linguistic differences, students add academic discourse patterns to participate in reciprocal reading groups effectively.

Graphic Organizers

A school-wide use of graphic organizers offers powerful tools for organizing complex information visually in all subject areas. Students of differing linguistic backgrounds use visual maps to make connections with prior knowledge, to collaborate with others, and successfully understand and communicate. The term ‘graphic organizer’ is used to describe a variety of visual mapping patterns, each designed to demonstrate a different relationship between or among ideas, facts, words, or events. Representing such relationships visually helps students think about what they have read. Different graphic organizers are designed to establish sequence, identify cause and effect, compare and contrast, predict based on evidence, and much more. Their use produces a statistically significant increase in retention and academic performance across grade levels, especially with students of differing linguistic backgrounds (Advancement of Research in Education, 2003).

Graphic organizers take many forms and create a visual language for thinking about information. The variety of available forms provides a variety of visual patterns to display relationships and derive new insights. Graphic organizers help:

- English learners associate new concepts and vocabulary with previous learning;
- All students, especially students with linguistic or academic learning needs, better understand what they read and build relationships between concepts;
- All students create a basis for questioning, comparing and contrasting, analyzing and synthesizing information;
- All students organize content for oral and written presentations.

Critical thinking skills are necessary for students to achieve academic success. Graphic organizers have been shown repeatedly to improve the ability to learn and retain knowledge. An independent review of research conducted by the Institute for the Advancement of Research in Education (IARE) (2003) showed a statistically significant increase in knowledge retention and academic performance across grade

Project Based Learning

Project based learning is a method wherein students work in teams to solve real-world problems. The teacher presents a problem to students and engages students in dialogue to propose solutions to the problems. The solution to the problem often involves a multi-disciplinary approach and requires students to access and utilize knowledge from various subjects.

For example, a project in kindergarten that would promote interaction could be centered on neighborhood beautification. Students would discuss ways to beautify the neighborhood, select the method they think is best, and organize their activities and work to complete the project. Along the way, students are discussing things as a whole group, in small groups, and in pairs. Similarly, in grade 4, students could organize a fundraiser for which they would be required to discuss the benefits of various organizations, their plans for raising money, and financial pros and cons for specific courses of action. In such projects all students have a responsibility to engage, share, and work towards a common goal.

These kinds of projects also involve language and concepts from more than one content area. In the case of the neighborhood beautification project, students could be involved in art,

science, and math as they plan and organize a project to beautify through the planting of flowers. For example, students would have to use art skills to plan a flower bed; science concepts to understand what a plant needs; and math to plan for how many flowers are needed. Similarly, the 4th grade project would require students to access multiple skills over several content areas.

Successful implementation of a project based approach leads to “increased attendance, self-reliance, and improved attitudes” (Marx et al., 1997; Barron et al., 1998). Much of the research on the positive effects of project based learning was recently confirmed by Lam et. At. (2009). The research demonstrates that PBL is effective in teaching students “complex processes and procedures such as planning, communicating, problem solving, and decision making.”

Inquiry Based Learning

Inquiry based learning facilitates the role of students as scientists. Students pose questions, observe and question phenomena, collect data, pose explanations, develop hypotheses, test hypotheses, collect additional data, and draw conclusions. This strategy can be used to answer questions not only in the field of science, but in mathematics, language arts, or history/social science as well.

Taking an example from the field of language arts, instead of explicitly teaching 1st grade students that quotations marks are used to note dialogue, the teacher could provide a set of examples for students to analyze. Students could note that all of the examples include special marks around words or word phrases. The teacher could lead students in a conversation that asks questions about the function of such marks. Students could come up with their own hypothesis about the function of said marks and design a research plan that would include analyzing additional text to see if their hypothesis could be verified. In this way, students are researchers unlocking the patterns of language themselves.

Inquiry based learning follows principles outlined by Dewey (1997) and Vygotsky (1962). Dewey noted the importance of allowing students to solve substantive and real world problems. Vygotsky noted the importance of the role of the more knowledgeable peer, in this case the teacher, in guiding the student to complete a task, and that in so doing the learner is able to acquire skills and concepts within the Zone of Proximal Development (ZPD).

Cooperative Learning

Cooperative Learning is a strategy in which students are organized into small groups or teams of heterogeneous abilities and engage in a variety of learning activities designed to increase understanding. Each member of the team is responsible for learning individually and for helping teammates to learn as well.

Johnson and Johnson (2009) propose five elements to cooperative learning that make it more successful:

1. **Positive interdependence** – Each group member has a belief that they are responsible for a portion of the learning.
2. **Face-to-face promotive interaction** – Members promote each other’s success and assist each other with understanding and completion of the task.
3. **Individual and group accountability** – Each student demonstrates mastery and is accountable for their learning.
4. **Social skills** – These skills are taught and include leadership, decision making, trust building, friendship, communication, and conflict management.
5. **Group processing** – Group members reflect on their actions and how to improve effectiveness.

As an example of cooperative learning, the teacher could provide students with a lesson on identifying inferences based on a literary passage. The lesson would be a model of direct instruction wherein the teacher presented and demonstrated the skill of identifying appropriate inferences relative to a literary passage. To facilitate application of the skill, students would be required in groups to read a series of passages and state and discuss with other group members whether or not they believe the inference is appropriate to the passage. Members could be required to document the opinions and rationale of each member and come up with a group consensus. This would be reported out to the class and the end of the project.

Other examples of group work include jigsaws, inside-outside circle, the Rally Table, Team Game Tournament, or the previously described Reciprocal Teaching. The effectiveness of cooperative learning has been documented through the research of such theorists as Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994) and Ross and Smyth (1995).

Direct Instruction

Direct Instruction is a more traditional method that requires the teacher to “teach.” As alluded to in the previous section on Collaborative Learning, the teacher presents a skill or concept to students, engages the students in applying the skill, and then has the students demonstrate knowledge of the concept or application of the skill. This approach is in contrast to inquiry or project based learning. While there are proponents on both sides of the spectrum, GEC schools have found that use of these various strategies has been successful. Use of an inquiry or project based approach to facilitate learning of all required standards would be very time consuming. Simply put, there is not enough time in the year to conduct an inquiry or project on every required piece of learning. The teacher must balance use of these various strategies to ensure that students are learning how to become independent learners and are acquiring the mass of information that is required at each grade level.

GEA will assure that teachers learn and practice successful implementation of direct instruction; ESL and SDAIE instructional strategies; the use of graphic organizers; reciprocal reading strategies that include the use of structured dialogues; strategies for integrating technology in the classroom; project-based learning; differentiated instruction; and understanding by design.

For the Korean and Spanish Language programs specifically the following additional strategies will be used:

Delivering a Rigorous and Relevant Curriculum - When teaching content in the target language, teachers will ensure that: students are yet engaged in problem solving and critical thinking; students have access to materials, technology and resources in the target language; curriculum and teaching supports students' understanding of instructional topics; high expectations build upon students' strengths and needs; related content and materials are also provided in students' primary language; and, students are provided with opportunities to transfer skills between the primary language and target language.

Establishing Relevant Connections - When teaching content in the target language teachers will ensure that: instructional topics will be related to social conditions in the students' community; students will be enabled to make connections between subject matter concepts and prior learning; and, content will build of life experiences and interests to make subject matter relevant and meaningful.

Ensuring Comprehensibility – When teaching content in the target language, teachers will ensure that content is comprehensible by: using scaffolding strategies such as outlines, webs, semantic maps, compare/contrast charts, KWL charts etc.; amplifying student input through questioning/restating/rephrasing/expanding/contextualizing; explaining key terms and clarifying idiomatic expressions; using gestures and/or visuals to illustrate concepts; providing frequent feedback and checks for understanding; and using informal assessments of student learning to adjust instruction while teaching.

Providing for Meaningful Interactions – When teaching content in the target language, teachers will ensure that students engage in meaningful interactions by: facilitating student autonomy and choice by promoting active listening, questioning, and/or advocating; making decisions about modifying procedures and rules to support student learning; effectively communicating subject matter knowledge in the target language; and using flexible groupings to promote positive interactions and accommodations for individual and group learning needs.

13. **Development of Technology-Related Skills**

GEA is committed to providing students with technology skills requisite for the 21st Century. This includes supporting student development of technology-related skills and student use of technology. The following table presents some 21st century technology skills and the ways in which they will be developed at GEA.

21 st Century Skill	Ways in Which It Will Be Developed
Collaboration	<ul style="list-style-type: none"> • Google Docs – The collaborative function of Google Docs will allow multiple users to interface within a document or slide presentation. Each user will be able to add comments to the document and/or edit the document. This type of collaboration will allow multiple users in different locations to collaborate in the creation of a product. • Project Based Learning – Project based learning will provide opportunities for collaboration as students come up with solutions to real life problems. As part of the collaborative process students may be grouped together in teams to solve different problems or to compete solving the same type of problem. The end product of the project could be a report, poster, or a PowerPoint presentation designed and produced using technology.
Communication	<ul style="list-style-type: none"> • E-Mail – Students will be required to communicate with teacher and peers using an internal e-mail server. Use of e-mail will promote communication skills specifically related to writing. • SKYPE or other video/audio based conferencing platforms – Students will learn how to communicate using these formats as they work on Google Docs or complete projects, or share information. Students will be able to interface with teacher, peers, and or outside experts as they complete these projects. • Bulletins Boards – Students will be able to write and post comments about various subjects as they research projects, share and/or acquire additional information.
Creativity, Problem Solving, Critical Thinking	Use of project based learning that has been integrated with technology will ensure students have the creative tools to express their thoughts, knowledge, and questions. Creativity is developed and arises as a result of solving complex problems. The use of project based learning is one way to present these problems to students.
Presentation	<p>Students will become familiar with a variety of different formats for presenting knowledge and ideas. The following are some of the tools that students will be using to develop their presentation skills:</p> <ul style="list-style-type: none"> • PowerPoint/ Google Slides • Video Production and editing • Animation • Sound • Google Docs/Word
Productivity	Use of technology, as it becomes increasingly more familiar to students will allow for greater productivity. For example, as students develop their keyboarding skills, they will be able to create word documents of increasing length and complexity to match their ever growing skill set.
Reflection	Students at GEA are already involved in reflecting on their learning and growth through the use of reflection journals . These reflection journals will be transitioned to online and computer formats allowing

	students more practice in applying and using technology to facilitate all aspects of the learning process.
Social Networking	Students will learn about the existence of various social networking tools such as Facebook, Twitter, Snapchat etc. and their collective ability to shape opinions, share knowledge and open inquiries. Students will also learn about responsible behavior when it comes to use of the various media.

Preparing to Take State Standardized Assessments

GEA will ensure that students are equally competent in taking computer based state assessments through the use of the following:

- **Illuminate** – A bank of test items aligned with the CCSS, the use of which will allow teachers to create assessments that mimic the SBAC. Students will gain practice in expressing knowledge and concepts through test items that in form and function align with the SBAC.
- **NWEA MAP**– The NWEA MAP test is a benchmark test aligned to the CCSS and mimics the SBAC thus helping to prepare students for the different question types. It is given three times per year and allows students to practice their test taking skills.
- **SBAC Practice Tests** – These are practice tests developed by the state that allow students to experience the SBAC in practice mode; another way to expose students to the content and features of the SBAC.

Transitional Kindergarten

14. Description of the school’s Transitional Kindergarten Program

GEA will offer transitional kindergarten (TK) to any student whose 5th birthday falls between September 1 and December 1 of the enrollment year. Students in transitional kindergarten will be integrated with students in the regular kindergarten program and will be taught the core curriculum. However, TK students will receive special supports to enable them to access the curriculum. These special supports include small group work, one-on-one with the teacher or Intervention Aide, extra time with manipulatives, extended play, etc. In addition, GEA will provide students with... “(1) multiple means of engagement, (2) multiple means of representation, and (3) multiple means of expression.” GEA TK teachers will “consider the individual interest levels and learning modalities of each student to ensure involvement in each lesson.” (*Transitional Kindergarten IMPLEMENTATION GUIDE*, the California Department of Education; 2013). GEA will comply with all applicable State laws and regulations regarding transitional kindergarten.

Academic Calendar and Schedules

15. Academic Calendar and Schedules

Global Education Academy Schools

School Year Calendar (190 days)

2017-2018

August/September 2017 - 29 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 8/17/17 First Day for Teaching Staff
- 8/17/17~8/18/17 Pupil Free Days / Teacher PD Days (2/4)
- 8/21/17 First Day of Instruction
- 8/29/17 Board of Directors Meeting (5:30 pm)
- 9/04/17 Labor Day Legal Holiday
- 9/26/17 Board of Directors Meeting (5:30 pm)
- 9/29/17 Minimum Day – School out at 12:30 pm

October 2017 - 21 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

- 10/09/17 Pupil Free Day / Teacher PD Day (3/4)
- 10/24/17 Board of Directors Meeting (5:30 pm)
- 10/27/17 Minimum Day – School out at 12:30 pm

November 2017 - 16 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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		

- 11/10/17 Veteran's Day Legal Holiday
- 11/17/17 Minimum Day – School out at 12:30 pm
- 11/20/17~11/24/17 Thanksgiving Holiday (5 Days)
- 11/28/17 Board of Directors Meeting (5:30 pm)

December 2017 - 11 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						

- 12/15/17 Minimum Day – School out at 12:30 pm
- 12/18/17~12/29/17 Winter Break (10 Days)

January 2018 - 21 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1/01/18 New Year's Day Holiday
- 1/02/18 Classes Resume
- 1/15/18 Martin Luther King, Jr. Legal Holiday
- 1/23/18 Board of Directors Meeting (5:30 pm)
- 1/26/18 Minimum Day – School out at 12:30 pm

Global Education Academy Schools

School Year Calendar (190 days)

2017-2018

February 2018 - 19 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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			

- 2/19/18 Presidents' Day Legal Holiday
- 2/23/18 Minimum Day – School out at 12:30 pm
- 2/27/18 Board of Directors Meeting (5:30 pm)

March 2018 - 21 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

- 3/20/18 Board of Directors Meeting (5:30 pm)
- 3/23/18 Minimum Day – School out at 12:30 pm
- 3/30/18 Cesar Chavez Day Observed

April 2018 - 16 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 4/2/18-4/6/18 Spring Break Week (5 Days)
- 4/24/18 Board of Directors Meeting (5:30 pm)
- 4/27/18 Minimum Day – School out at 12:30 pm

May 2018 - 22 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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		

- 5/22/18 Board of Directors Meeting (5:30 pm)
- 5/25/18 Minimum Day – School out at 12:30 pm
- 5/28/18 Memorial Day Legal Holiday

June 2017 - 14 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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

- 6/20/18 Last Day of Instruction Minimum Day No After School
- 6/21/18 Last Day for Teachers
- 6/21/17 Pupil Free Day / Teacher PD Day (4/4)
- 6/26/18 Board of Directors Meeting (5:30 pm)

16. Sample Daily Schedules

Sample REGULAR Day: Grade K-5		Instructional Lang. & Minutes	
		Korean or Spanish	English
8:00	All students meet for the Pledge of Allegiance, announcements, and school-spirit building activities.		15
8:15	Opening classroom activities: Daily news, weather graph and other oral language development.	15	
8:30	Reading/language arts instruction	50	
9:20	Recess: Supervised organized activities	N/A	
9:40	Content Area Instruction (Math, Science, or Social Studies)	100	
11:20	Lunch	N/A	
12:00	Visual & Performing Arts	30	
12:30	Content Area Instruction (Math, Science, Social Studies)		90
2:00	English Language Arts Instruction		50
2:50	ELD Instruction		40
3:30	Dismissal		
Sub Total		195	195
Grand Total Both Languages		390	

Sample Early Dismissal Day: Grade K-5		Instructional Lang. & Minutes	
		Korean or Spanish	English
8:00	All students meet for the Pledge of Allegiance, announcements, and school-spirit building activities.		15
8:15	Opening classroom activities: Daily news, weather graph and other oral language development.	15	
8:30	Reading/language arts instruction	50	
9:20	Recess: Supervised organized activities	N/A	
9:40	Content Area Instruction (Math, Science, or Social Studies)	100	
11:20	Lunch	N/A	
12:00	Content Area Instruction (Math, Science, Social Studies)		90
2:00	English Language Arts Instruction/ELD		60
2:30	Dismissal		
Sub Total		165	165
Grand Total Both Languages		330	

Sample Shortened Day: Grade K-5		Instructional Lang. & Minutes	
		Korean or Spanish	English
8:00	All students meet for the Pledge of Allegiance, announcements, and school-spirit building activities.		15
8:15	Opening classroom activities: Daily news, weather graph and other oral language development.	15	
8:30	Reading/language arts instruction	50	
9:20	Recess: Supervised organized activities	N/A	
9:40	Content Area Instruction (Math, Science, or Social Studies)	85	15

11:20	Lunch	N/A	
12:00	Content Area Instruction (Math, Science, Social Studies)		90
2:00	English Language Arts Instruction/ELD		30
2:00	Dismissal		
Sub Total		150	150
Grand Total Both Languages		300	

Sample Minimum Day: Grade K-5		Instructional Lang. & Minutes	
		Korean or Spanish	English
8:00	All students meet for the Pledge of Allegiance, announcements, and school-spirit building activities.		15
8:15	Opening classroom activities: Daily news, weather graph and other oral language development.	15	
8:30	Reading/language arts instruction	50	
9:20	Recess: Supervised organized activities	N/A	
9:40	Content Area Instruction (Math, Science, or Social Studies)	40	60
11:20	Lunch	N/A	
12:00	Content Area Instruction (Math, Science, Social Studies)		30
2:30	Dismissal		
Sub Total		105	105
Grand Total Both Languages		210	

17. Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	132	390	39	330	10	210	9	300	190	36000	69150	33150
1	Yes	132	390	39	330	10	210	9	300	190	50400	69150	18750
2	Yes	132	390	39	330	10	210	9	300	190	50400	69150	18750
3	Yes	132	390	39	330	10	210	9	300	190	50400	69150	18750
4	Yes	132	390	39	330	10	210	9	300	190	54000	69150	15150
5	Yes	132	390	39	330	10	210	9	300	190	54000	69150	15150
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

18. Recruitment of Teachers

Teachers will be recruited using the following strategies:

- Networking using social media platforms such as Facebook, public bulletin boards, Craigslist, etc.
- Posting of positions on Edjoin and other job posting websites
- Participating in University job fairs
- Posting available positions in University schools of education
- Working with teacher education programs to identify potential candidates for intern positions
- Working with teacher education programs to identify potential candidates from the graduating class
- Promoting existing intervention teachers to full-time teacher status
- Applying for short-term staff permits to the California Commission on Teacher Credentialing for those with potential to fulfill university teacher credential requirements

Additionally, teachers will be recruited to meet the language needs of the school's immersion and bilingual programs i.e. Korean and Spanish strands. This requires that six teachers for each strand K-5 be either Spanish or Korean-speaking.

Furthermore, GEA seeks to hire faculty and staff who represent the diversity of the community in which the school is located, who are committed to the school's vision/mission, who demonstrate excellence in teaching methodology, and who are compassionate and caring.

As part of the hiring process for teachers, candidates undergo a rigorous screening process that includes a formal interview, demonstration lesson in front of peers, background clearance, credential verification, and reference checks. GEA adheres to all requirements of Every Student Succeeds Act (ESSA) as it relates to the hiring of credentialed teachers and paraprofessionals.

GEA teachers will:

- Design curriculum around the California State Standards in the area of ELA, math, science, social studies, and other subjects.
- Teach standards based lessons that are rigorous and relevant, make connections to prior learning and the students' backgrounds, includes multiple opportunities for interaction, and is comprehensible for all students including ELs.
- Maintain a classroom environment that is conducive to learning.
- Collaborate with peers in a professional learning community that is data driven.
- Provide students with multiple opportunities to apply learning through the incorporation of project based learning
- Seek to make connections and communicate with all stakeholders.

19. Professional Development

GEA will implement a comprehensive staff development program designed to achieve long-term results and to address the school goals, curriculum, instructional practices and evaluation. Professional development activities will be selected and organized to meet needs identified through data collection and analysis. Data collected from the Smarter Balanced Assessment, publishers' assessments, NWEA benchmark exams, and SBAC results, classroom observations, performance evaluations, parent surveys, WASC accreditation results, etc. will provide administrative staff with information to organize staff development activities. Needs identified through data collection will be prioritized to maximize return on investment. For example, if data collection reveals greater student need in the area of reading comprehension, more resources (time and money) will be allocated to professional development that focuses on strategies for increasing proficiency in the area of reading comprehension. Completion of any staff development activity will initiate a new round of data collection to assess efficacy and to plan for future professional development.

Professional development will occur on a weekly basis and periodically throughout the year. Every Tuesday afternoon from 3-4 p.m. is set aside for professional development activities for the entire teaching staff. An additional time slot (2:30 – 3:30 p.m.) is set aside each week for grade level specific issues. This occurs on different days for different grades as students receive instruction in physical education or the visual and performing arts from a rotating teacher. There are two pupil free days each year that are used for professional development as well as 10 minimum days.

GEA will utilize various sources to provide professional development to its staff. Professional development will be given by the administrative staff, experienced GEA teachers, and/or outside consultants, as well as through conference and workshop attendance. All training will follow a research-based design to clarify roles and responsibilities, and to offer maximum support for teacher learning, including expert training followed by classroom demonstrations, in-class coaching, co-teaching with collegial support and feedback. Experienced teachers with expertise and the ability to demonstrate knowledge of methodology, instructional practices and assessment will assist and support new, inexperienced teachers in supportive peer collaboration.

GEA will assure that teachers have multiple opportunities to learn and practice successful implementation of 1) Common Core implementation; 2) direct instruction; 3) scaffolded instructional strategies; 4) the use of graphic organizers; 5) reciprocal reading; 6) the use of structured student discussion; 7) strategies for addressing language development in English and Korean at the various language development levels; 8) integration of technology in the classroom; 9) project-based learning in which students apply skills and concepts; 10) differentiated instruction; and 11) *Understanding by Design*.

Teacher teams will meet regularly for grade-level articulation related to instructional practices and results, and to collaborate for the provision of differentiated instruction to meet special student needs, provide support services and extended or enhanced learning opportunities. Teacher groups will meet regularly to articulate across grade levels to assure consistent alignment of instructional practices and lesson design, curriculum mapping, and instructional pacing for all grade levels.

GEA will assure that teachers have multiple opportunities to visit other classrooms, observe demonstration lessons, participate in peer coaching, co-teach lessons using newly acquired strategies, and discuss outcomes.

Parents will participate in instructional workshops and classroom visits to learn about and observe instructional practices and examine student work related to standards. Parents will participate in planning performance events and learning demonstrations that assist other parents to focus on standards, instructional pacing, standards-based evaluation and grading practices.

Implications of this focused and research-based professional development plan will be evident in student achievement of the Common Core State Standards, ability to use technology for a variety of purposes, knowledge of two more languages, and the ability to make practical real-world application of knowledge and skills learned.

Meeting the Needs of All Students

Intervention and Enrichment Programs

In general, students who are struggling to meet the standards will benefit from a multi-tiered system of supports (MTSS). The MTSS is a comprehensive system of differentiated supports that includes universal screening, evidence-based instruction, formative assessments, progress monitoring and research based-interventions. The key to the success of students in the MTSS is the use of data to drive selection of strategies appropriate for the individual. Students will be

selected to receive said supports based on formative assessments given to students in the classroom and on universal screenings such as the triannual benchmarks using NWEA's MAP tests. Ongoing formative assessments will provide information as to how the strategies are working and if additional changes are required.

GEA will also provide selected struggling students with a combination of push in and pull out intervention. Push-in intervention occurs in the morning in the classroom. The intervention teacher or TA works under the direction of the classroom teacher and provides students with individual or small group instruction to meet identified needs. Pull-out intervention occurs in the afternoon. Students are organized into groups based on the NWEA MAP test and teacher and administrative input. Typically, pull-out intervention in the afternoon focuses on the bubble students, those who are on the cusp of proficiency. Push-in intervention in the morning focuses on students who are far below proficiency.

If the MTSS is not meeting the needs of a student who is far below proficiency on any of the standardized tests, GEA will initiate a Student Success Team (SST) meeting to which the parent, teacher, administrator, and special education teacher are invited. At this meeting the student's needs are discussed, and solutions are proposed to help the student become successful. The SST will meet once again in six weeks to determine if the additional supports have been beneficial. (These extra supports may include one-on-one time with the teacher or intervention teacher, use of specially designed materials, extra homework, or placement in the afterschool program.) If the supports have not been successful, new strategies will be devised and implemented for another six weeks. At the end of this six-week period, if the student has not made progress, the student may be screened for special education services.

GEA also recognizes the existence of giftedness, and that there are multiple forms of ability: intellectual, high achievement, leadership, creative, and visual and performing arts. Gifted students will be identified through the use of formative assessments, universal screenings, parent and teacher input. Students identified in this manner will receive an enriched curriculum that is to be delivered by the classroom teacher and designated TAs/intervention teachers as part of the push-in or pull-out model. This enriched curriculum will not simply be additional work, but rather will focus on depth of knowledge as it relates to each of the abilities. Gifted students will be engaged by the depth, complexity, novelty, and acceleration of the curriculum. Administrator and teacher oversight will indicate whether or not the strategies have been successful.

In order to better meet the needs students thus identified, GEA will develop an individualized curriculum. This individualized curriculum may focus on one or the other of the aforementioned forms of giftedness. For example, a student who demonstrates leadership ability may be given opportunities to lead classroom discussions, moderate a group of students performing a task, represent the school at community functions, or serve on a student council.

Students who are gifted will also benefit from the same system of differentiated supports designed to meet the needs of struggling students. Gifted students will be involved with a variety of groupings in and out of the classroom. For example, homogeneous groupings of gifted students will allow the teacher/provider to accelerate the curriculum and go into greater depth than otherwise possible. Heterogeneous groupings will allow the gifted student to take leadership roles as he/she teaches and assists other students with their learning. Variable groupings inside and outside the classroom will be the norm.

20. English Learners

GEA is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), GEA shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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

GEA has adopted and will implement LAUSD's English Learner Master Plan. Should GEA decide to adopt its own EL Master Plan, it shall submit same to LAUSD/CSD.

GEA shall provide to the CSD an annual report of its EL program assessment.

Upon request, GEA shall provide a copy of its current EL Master Plan to the CSD.

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

GEA shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

Process for Identifying English Learners

Appropriate California Dept. of Education procedures and assessment will be used to identify English learners, assess their level of English and home language development, and monitor their progress toward proficiency in English in accordance with California guidelines for reclassification. GEA will comply with all legal prescribed procedures in this area including, but not limited to the following.

GEA will establish a system for enrollment that assures trained staff will assist parents of potential English learners. Parent responses on the Home Language Survey will determine whether or not to proceed with English language assessment.

- Required assessment in English will take place within 30 school days of enrollment using the CELDT/ELPAC. Any student with an overall score of 1 through 3 in the listening/speaking area will be classified as an English learner. In addition, students in

grade 2 and above who receive an overall score of 4 or 5 and a score of 1 or 2 in either the reading or writing skill area will be classified as an English learner.

- Parents will be notified of test results and offered ample opportunity to consult with the school regarding required and appropriate services.

Educational Program for English Language Acquisition

GEA will provide instruction in English language development (ELD) based on each student's level of English proficiency and designed to support the academic content areas using state-adopted ELD materials. Instruction will take place for 30-40 minutes each day using a designated ELD model. Designated ELD will occur in the classroom. English learners from all language strands will be mixed to participate in appropriately leveled ELD activities designed and implemented by a trained, qualified teacher.

Language and content instruction are inseparable (Cummins, 1981). GEA will modify instruction to make the academic language of instruction comprehensible without compromising the core content, providing an ideal environment for language acquisition and cognitive development. Specially Designed Academic Instruction in English (SDAIE) and other ELD models such as the language through content approach will be used to ensure appropriate instruction across the curriculum while developing academic English. Teachers will use Into/Through/Beyond framework in structuring lessons and include, where appropriate, preview/review of the core skills and concepts in the primary language. All teachers will be trained and qualified to deliver SDAIE in all academic content areas.

GEA will promote a hands-on, multi-modal approach that makes extensive use of manipulatives, reciprocal reading, graphic organizers, and other SDAIE strategies. GEA will also support and value the home languages of its students within an instructional framework consistent with current laws and regulations on language use in the classroom. As a promoter of global education, the development of the home language will receive special emphasis, where possible.

How the Program Will Meet Current ELD Standards

Progress in ELD will be evaluated using regularly scheduled performance assessments and yearly CELDT/ELPAC results. It is expected that all English learners will work toward mastery of the California ELD Standards and make adequate yearly progress. Adequate ELD progress is defined as mastery of one ELD level each school year.

Services and Supports for Els

GEA will closely monitor student progress and will provide additional in-class, after-school, weekend, and summer opportunities for reinforcement and practice designed to help students meet expectations. Much of this support is based on results from the various assessment tools used to evaluate EL progress described in the subsequent section *Process for Monitoring Progress of ELs and Reclassified (RFEP) Students*. This same section also describes how the data will be used and what supports will be given as a result.

Process for Annual Evaluation of EL Program

On a yearly basis, data related to the progress of EL students will be presented to the Instruction and Curriculum Committee of the GEC board. Data to be collected will include the following:

- % meeting yearly progress on the CELDT/ELPAC
- % attaining proficiency on the CELDT/ELPAC
- % reclassifying
- CAASPP results
- Results of internal benchmarks

The committee will use the data to prepare an evaluation of the EL program. The evaluation will include a description of the program, commendations, and recommendations for improvement. The committee will submit the evaluation to the board for their review and consideration. The results of the evaluation will also be made available to the Charter School Division.

Process and Specific Criteria for Reclassification

As per LAUSD Master Plan, students will be identified for reclassification based on the following criteria:

- Score of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

The school team will review all referrals for reclassification and examine evidence submitted to substantiate claims that the student has no academic deficit in any academic area. When the team determines that all current reclassification criteria have been met, parents will be notified and the student will be reclassified.

Process for Monitoring Progress of ELs and Reclassified (RFEP) Students

Progress of ELs and RFEP students will be monitored on a yearly, monthly and weekly basis. Progress will be monitored using a variety of assessment and evaluation tools that will provide feedback to teachers and administrators as they design educational opportunities for these groups of students. Each of the evaluation tools used to monitor progress and how the results are used are described below:

CELDT/ELPAC – Annual results of the CELDT/ELPAC test will indicate whether or not ELs are making adequate yearly progress (one level or more). Results will be analyzed yearly as they are made available in January/February. Students who have not made adequate yearly progress will be assigned to specialized pull-out groups in the afternoon to receive intensified designated ELD instruction (in addition to that which occurs in the classroom) for up to four times per week.

NWEA MAP – Results from this triennial benchmark test will provide teachers and the ELD coordinator with information regarding progress of both ELs and RFEPs in ELA and Math in comparison with national norms. The test also provides goals for students in both of the aforementioned subject areas and reports growth made in meeting these goals. Information from these data points will inform creation of pull-out groups in the afternoon designed to meet needs of students who are on the cusp of proficiency.

Illuminate – Results from the use of these formative tests on a weekly basis (quizzes and tests) will provide valuable and timely information to teachers allowing them to create differentiated learning opportunities for both ELs and RFEPs as lessons and units of instruction progress.

Grades - Triennial grade reports will apprise administrators and the ELD coordinator of progress made in learning English and content. This aggregated and disaggregated information will be used in the development of school wide strategies to meet the needs of ELs and RFEP students. Such strategies may include after school tutorials, Saturday School, study clubs, pull-out and push-in groupings, etc.

Access to Full Curriculum

GEA will provide access to the full curriculum for all EL students using integrated ELD instruction. Integrated ELD instruction is the practice including ELD instruction within the context of content instruction. Integrated ELD instruction occurs using a variety of strategies.

For example, while teaching a unit on Native American tribes in the state of California, a third grade teacher could incorporate **GLAD strategies** to help students learn the language used to describe these peoples and their culture. GLAD strategies include a variety of techniques designed to building language while delivering content: content maps; vocabulary charts; sentence patterning charts; etc.

Teachers will also provide full access to the curriculum by delivering content using **sheltered strategies**. Sheltering is a way of providing content such that it is rigorous and relevant; comprehensible; provides opportunities for interaction; and makes connections with prior learning, student interests, and the community. The specific protocol that GEA uses to monitor such lessons is the **Observation Protocol for Academic Literacy (OPAL)**.

The OPAL was designed by Loyola Marymount University to guide teachers in their development and delivery of lessons that are meaningful to students and offer maximum potential to learn language and content. All lessons at GEA are delivered with the OPAL in mind. Informal and formal observations of teacher lessons include a discussion of the OPAL, and training in the OPAL is provided to all teachers as part of the professional development plan.

Process for Monitoring Progress and Support for Long Term ELs

According to the English Learner Master Plan of LAUSD, long-term English Learners are students “in grades 6-12 who have not reclassified after five full years or more in U.S. schools.” By definition, GEA will not have long-term English learners as it is a K-5 school.

However, at the beginning of each year in grades 4 and 5, teachers will identify potential long-term English Learners using data described above in the section above on EL program evaluation. Criteria for identification as a potential long-term English Learner include the following:

- Failure to advance one level or more on CELDT/ELPAC in the prior year
- Failure to attain proficiency on the CELDT/ELPAC
- Scoring in the lowest quartile on the CAASPP in either Mathematics or ELA, or both
- Failure to meet growth targets on internal benchmarks (NWEA)

Once a student is identified as a potential long-term English learner, he/she will receive one or more of the following supports:

- Small group intervention in either a push-in or pull-out model described elsewhere in petition
- Differentiated instruction/One-on-one tutoring
- Extra time using educational software (i.e. Achieve3000, Lexia, Starfall, etc.)
- Test prep tutorials
- Advanced, content-based ELD emphasizing oral and written academic language development focusing on expository text
- Support intervention that teaches academic language through science or social science content.
- Access to instruction aligned to content standards
- Focus on study skills and critical thinking in all content areas

21. Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Identification for GATE eligibility

Potential candidates for identification as gifted and talented will be referred for assessment by a parent, teacher, friend, or by self-referral. The referral will be screened and the recommendation to continue the process will be made by certificated personnel and supported by school records. Identification will be accomplished through a process that consists of the following steps: 1) search and referral, 2) preliminary review and screening by certificated personnel to determine potential eligibility, 3) assessment/case review as appropriate (such as auditions/demonstrations/high achievement/ psychological services assessment for intellectual ability) and 4) parent notification of eligibility.

How the School Will Meet the Educational Needs of this Subgroup

The GEA curriculum provides an enriched curriculum for student to:

- Acquire a foreign language beginning in kindergarten,
- Develop awareness and respect for world cultures and languages, and
- Develop communication and leadership skills to responsibly participate in the future global community.

GEA assures that its program of curriculum and instruction will prepare all students, including underrepresented students, for identification as gifted and talented and provide opportunities that promote student achievement. GEA will take definite steps to ensure that students of diverse groups are not excluded or isolated from clusters and classes.

GEA will offer both pull-out enrichment programs that have been found to be effective by researchers (Rogers, 2005) as well as in-class clustering of heterogeneous and homogeneous groups with differentiated instruction.

How the School Will Monitor Progress of this Sub-Group

Student assessment systems, which emphasize portfolio and performance-based tasks, will be used to allow for a wider differentiation of instruction and performance by students of varying skill levels. Additional results on the NWEA MAP will allow comparison of students in this sub-group with peers nationwide.

22. Students Achieving Below Grade Level

Identifying Students Achieving Below Grade Level Including Students Struggling with Target Language Acquisition (Spanish or Korean)

GEA will use a variety of tools to identify students achieving below grade level including students who are struggling with target language (Spanish or Korean) acquisition. Collectively, these tools represent a broad array of assessments that can be used at various stages of the learning process to identify struggling students. Their use in identifying students in this category is described below.

Assessment Name	How It Is Used
Illuminate	An online bank of standards aligned test items that can be used to create quizzes or tests. Can be used both summatively and formatively to identify students who are not meeting standards. For example, the “on the fly mode” allows students to take and grade quizzes on their own during the course of the lesson. Summative style tests can also be administered using Illuminate and scored immediately using the online testing features. Provides teachers and students information as to how well students are learning and if they are struggling to achieve grade level standards.
NWEA MAP	A benchmark exam given three times per year in ELA and math. Provides information as to how students are meeting/not meeting standards. Also provides comparison with national norms.
LAUSD writing benchmark	Given twice a year. Along with the rubric used to score the writing samples provides information as to whether or not students are at grade level in their writing performance. Provides both summative and formative information.
CAASPP	Tests such as the SBAC are given once a year and provide stakeholders with concrete information regarding the achievement of standards. The information can also be used formatively to modify learning structures and inputs.
End of unit/chapter tests	Typically, publishers’ tests that provide summative information

	regarding a student’s application of knowledge and learning over the course of a unit. Can be used formatively as it often informs re-teaching strategies to meet needs of struggling students.
Informal Assessments Given on the spot	These include a variety of strategies designed to provide information to teachers regarding student learning during the course of a lesson. These include such things as plickers, hand signals, questioning, and monitoring of pair shares or group work. Teachers gain insight into how struggling students are learning or not learning and are able to redesign lesson strategies on the fly to meet the needs of these students.
Teacher Developed Standards Based Assessment in Spanish or Korea	These assessments were developed at the behest of the WASC visiting committee. They are criterion based, thus giving teachers information regarding how well students have learned content standards for Korean or Spanish. They are given once a year in June. Interpretation of the assessment results also relies on informal assessments in Spanish or Korean that are given throughout the year.

How the School Will Meet and Monitor the Educational Needs of These Students

Once a student is identified as achieving below grade level or as struggling with acquisition of Spanish or Korean, he/she will receive support through a highly structured intervention program as described in the section ***Intervention and Enrichment Programs***.

GEA will monitor progress of students in this category using the aforementioned assessment tools. If a student is not able to achieve at grade level with supports of the MTSS, intervention program, or the SST as described previously, and upon exhaustion of all interventions and supports, he/she may be evaluated for special education services.

23. Socio-Economically Disadvantaged/Low Income Students

How the school will identify students in this group:

The overwhelming majority of students at GEA falls into this category. Students are identified as socio-economically disadvantaged primarily through participation in the free/reduced lunch program and secondarily through exhibition of traits associated with being so disadvantaged. Conditions associated with this category include emotional and social challenges; acute and chronic stressors; cognitive lags; and, health and safety issues.

Each of these conditions will be treated as described in the table below.

Condition	School Response	Person(s) Responsible
Emotional and Social Challenges	<ul style="list-style-type: none"> • Embody respect by giving it to students • Encourage discipline through positive relationships • Embed development of social skills throughout the day • Be inclusive by using affiliate language such as “our school”, “our class” • Celebrate effort as well as achievement 	All Staff All the Time

	<ul style="list-style-type: none"> • Thank students for small things such as making it to class 	
Acute and Chronic Stressors	<ul style="list-style-type: none"> • Recognize the signs of stress – apathetic/rude behavior • Seek positive discipline processes for correcting such behavior • Alter the environment by reducing parallels with prison, reducing homework stress, using cooperative structures instead of top-down authoritarian structures • Empower students by introducing conflict resolution skills, teaching the value of restitution, teaching social skills and stress reduction techniques 	All Staff All the Time
Cognitive Lags	See supports for students achieving below grade level .	
Health and Safety Issues	<ul style="list-style-type: none"> • Conducting health screenings 	Administrative staff to schedule during the 1 st trimester each year
	<ul style="list-style-type: none"> • Provide parent training in areas of critical needs 	Administrative staff to schedule and provide throughout the year
	<ul style="list-style-type: none"> • Providing links to community resources for providing needed services • Provide an enriching school environment <ul style="list-style-type: none"> ○ Minimize negative stress ○ Cognitively challenging curriculum ○ Tutoring and pullout services ○ Foster close relationships ○ Plenty of exercise options 	All Staff All the Time
Lack of Enrichment Opportunities	<ul style="list-style-type: none"> • Provide field trip opportunities 	Administrative Staff
	<ul style="list-style-type: none"> • Provide after school enrichment program 	Administrative Staff in conjunction with after school program coordinator
	<ul style="list-style-type: none"> • Provide enriching curriculum through Global Education, Language immersion, and music instruction 	All Staff All the Time
	<ul style="list-style-type: none"> • Provide access to community resources offering enrichment activities <ul style="list-style-type: none"> ○ County Museums ○ Local sports clubs ○ Tutorial programs ○ Boys and Girls clubs ○ YMCA/YWCA 	Administrative Staff at Beginning and End of Year
	<ul style="list-style-type: none"> • Organize various events to enrich educational program <ul style="list-style-type: none"> ○ Harvest Festival ○ Winter/Spring Performances ○ Inspire Week ○ Theme Day 	All Staff Throughout the Year
	<ul style="list-style-type: none"> • Provide high quality instruction using a variety of related approaches and strategies <ul style="list-style-type: none"> ○ Inquiry based instruction ○ Project based instruction ○ Brain based learning ○ Cognitive approaches 	All Staff All the Time

Lack of School Uniform	<ul style="list-style-type: none"> • Referral to cost effective sources of uniforms • Access to school uniforms owned by the school • Facilitation of uniform exchanges and uniform hand-me-downs 	All Staff All the Time
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Meeting the challenges of the socio-economically-disadvantaged will require that all staff including teachers, administration and support staff implement these strategies on a daily basis. Some of these actions will require administrative support such as the scheduling of assessment, recruiting the best staff, scheduling health screenings, and providing academically enriching activities and parent training.

Monitoring progress of students in this category will include collecting data on behavior referrals, suspensions, expulsions, and student surveys.

Students with Disabilities

STUDENTS WITH DISABILITIES

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

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

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

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

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

24. Students in Other Subgroups

Foster Youth

Foster youth at GEA are identified at the time of enrollment when filling out enrollment forms. Foster youth face a litany of problems that are not uncommon to other subgroups that will be monitored at GEA. These problems include health, behavioral, and social issues, disruption in general, gaps in education, and poor academics. Issues related to social/emotional skills, poor academics, and the need for medical services have been described above in the section on socioeconomically disadvantaged students. Other issues specific to Foster Youth are described below.

Condition	School Response	Person(s) Responsible
Attendance at Multiple Schools	<ul style="list-style-type: none"> ● Provide a welcoming environment ● Assign an individual to be the point person for all issues related to the foster youth. At GEA, this person is the principal. ● Provide stable environment at school <ul style="list-style-type: none"> ○ Maintain daily schedules and routines ○ Provide consistency in supports ○ Keep child informed of upcoming changes ● Maintain contact with prior/future schools in order to facilitate transfer of information and documentation 	All Staff All the Time and the Principal
Gaps in Education	<ul style="list-style-type: none"> ● Enroll students as quickly as possible ● Enact policy to enroll foster youth even in 	GEA Administration

	<p>the event not all enrollment information is readily present</p> <ul style="list-style-type: none"> Identify educational needs as quickly as possible and begin intervention process to address needs if present 	
Disruption	<ul style="list-style-type: none"> Provide informal/formal counseling to student to help him/her deal with the many disruptions that arise as a result foster home placement 	School Counselor on an as needed basis

Students in this category will be monitored using student surveys, informal/formal assessments, and teacher observation.

Standard English Learners

Standard English learners will be identified through teacher observation, the CELDT/ELPAC, and data collected through informal assessments of English language usage. (All students at GEA are given the CELDT/ELPAC upon enrollment in kindergarten.) The needs of students in this subgroup will be met through a variety of activities as described in the section entitled *Academic Language Development for non-mainstream speakers of English (Core)*.

The progress of students in this subgroup will be monitored using teacher observation and data collected through informal assessments of English language usage.

Students Struggling with Foreign Language Immersion

Students struggling with foreign language immersion will be identified through the yearly administration of the teacher developed standards based language proficiency test in either Spanish and English, and through interim assessments and classroom assignments. Students thus identified will receive a multi-tiered system of supports (MTSS) through the morning push-in intervention program. It is during the morning push-in intervention that interventionists are assigned to classrooms based on language proficiency. I.e. To the extent possible, Spanish-speaking interventionists are assigned to work with teachers in the Spanish strand while Korean-speaking interventionists are assigned to work with teachers in the Korean strand. The interventionists will work with students using any or all of the following strategies under the direction of the classroom teacher:

- Differentiate lessons and assignments based on ability
- Provide one-on-one and small group intervention
- Support students with use of primary language
- Increase use of visuals and para-linguistic clues
- Repeat lessons given to whole class
- Simplify language related to task and/or concept acquisition
- Provide translations when appropriate

25. A Typical Day

A typical day at the GEA campus in South Los Angeles begins with the morning assembly. To develop a sense of school unity, all students will line up by class and grade level. Students will recite the Pledge of Allegiance and the student pledge. The student pledge is as follows:

I pledge to respect my friends, family, school and my community.

I will work hard each and every day so that I can be the change I wish to see in the world.

Students will have the opportunity to sign up to lead the student body in these pledges. After reciting the pledge, the principal will address the students to make announcements and/or provide instruction to the school as a whole. This will be followed by a brief student presentation on *Expected Student Learning Results*.

Students are led to their respective classrooms where they begin work on their language arts instruction. Using motivating and well-planned lessons, teachers guide students through a rigorous oral and written language development program, fostering a love of reading and the promotion of critical thinking skills. Students are engaged in both small-group and large-group instruction, with several centers set up in the classroom to provide a variety of literacy and language experiences.

Students then participate in a hands-on, manipulative-based math lesson, where mathematical concepts are illustrated and made relevant through a dynamic approach to numeracy. Both the Spanish and Korean strands will have a strong emphasis on comprehension-based teaching methods to maximize the time spent in class to promote second language acquisition. Teachers are seen using hands-on methods, including the use of realia, picture files, storytelling and re-telling, visual aids, and graphic organizers to make the language comprehensible to students.

Students then move to Social Studies, Science, Physical Education, and Arts instruction, depending on the day of the week. In Social Studies, students are engaged in lively discussions of historical narratives meant to bring alive their interest in the past and the world around them. Science students participate in experiments designed to demonstrate basic scientific principles, with ample use of manipulatives and real-world materials. Physical Education classes are geared to the appropriate large-motor skills of the students, and foster a sense of respect, teamwork, and fair play. In art class, students are exposed to a variety of media and participate actively in the creation and appreciation of all areas of the performing and fine arts.

During the day, students have a structured and supervised recess for 20 minutes. Recess will be staggered by grade level. Students and teachers have staggered 40-minute lunch breaks.

Students are dismissed by 3:30 pm, sent home with the homework tasks and other materials to enhance learning throughout the day. However, GEA also offers an after-school program, which includes supervised homework time, enrichment activities, and preview/review activities coordinated with the regular school day curriculum.

It is evident to any visitor that GEA students are orderly, yet enthusiastic, respectful of one another and other cultures, active and curious children who are anxious to learn and acquire skills across the curriculum.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Measurable Goals of the Educational Program

Please see tables in Element 1.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

2. Measurable Pupil Outcomes: Summative Assessments Performance Targets

Performance Targets Aligned to State Priorities

Please see tables in Element 1.

3. For schools that primarily serve grades that do not participate in CAASPP (e.g., a K-2 school), include the school's annual measurable goals for each grade not participating in CAASPP and the school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but can be incorporated herein by reference to the table.**

N/A

4. Other Performance Targets

Please see tables in Element 1.

5. Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

It is imperative that students, teachers, parents, and administrators have a clear and accurate idea of the Charter School's goals for the instructional program as well as the necessary benchmarks required to measure progress. When assessing students from a diverse population such as the one served by GEA, it is particularly important to ensure that measurement is done in a culturally responsive, valid and reliable way. The job of any school is to meet the required standards and expectations of the state and district where it resides, and this will also be the case for GEA. Overall, GEA believes that assessment should follow these core principles:

1. Continuity – assessment should be on-going so that it provides a useful body of evidence in judging performance;
2. Integration – assessment should be an integral part of the curriculum planning and instruction in a classroom;
3. Involvement – all stakeholders should have an investment in the results and are part of the process at each step;
4. Appropriateness – assessments should respect the cultural and linguistic varieties present in the student population, and be free of any bias; and
5. Collaboration – teachers, parents and students are part of a larger team seeking the best and most appropriate forms of assessment and instruction.

With the aforementioned in mind, GEA will conduct a variety of ongoing assessments throughout the school year. Progress in English language arts will be assessed using periodic California Treasures reading assessments at approximately 6-week intervals. NWEA benchmark assessments will be given three times per year according to a schedule outlined previously. Teachers will work together to provide special assistance or re-teaching for students within a grade level who need to improve in any given area and to plan enrichment for students who can move ahead.

A similar analysis of progress using quarterly McGraw-Hill Math assessments will take place. Analysis of results will seek patterns of success and weakness will identify remediation and enrichment, as appropriate.

End-of-unit assessments in McGraw Hill Social Studies and Foss Kits will be utilized to assess progress. In addition, grade-level assignments will be selected to demonstrate mastery of standards in social studies and science monthly. Teachers will establish a system of rubrics – in-house assessments - for each subject area that will be used to standardize the scoring of student products in social studies and science. Teachers will meet at least twice a month by grade level to agree on criteria for four-point rubrics that will describe desired academic behavior and identify differences between scores that clearly communicate what students must do to be successful. Criteria will serve to evaluate products and teachers will work with students to help them understand how to achieve the highest scores. Teachers will assure consistency of scoring by collaborating to consistently apply rubric criteria to writing and other assignments. Samples of student products will be kept in an academic portfolio to display progress over the year.

Teachers will collaborate to plan school events that showcase artistic endeavors and display learning in all subject areas to create an enriched environment. In each display of student accomplishment, a clear connection will be made between the product or performance and standards that were mastered to accomplish the task.

In addition to the above, use of NWEA MAP benchmark testing on a quarterly basis will allow teachers to measure progress in meeting state standards in the areas of English language arts and math. For science, Illuminate will be used on a quarterly basis to assess students in their progress in meeting state standards. Results on these quarterly benchmark tests will guide curriculum development and lesson planning to meet identified needs.

The following table outlines some of the specific formative assessments that will be used within each subject area.

SUBJECT	ONGOING FORMATIVE ASSESSMENT
ENGLISH LANGUAGE ARTS	<p>Students will demonstrate the ability to read, write, speak and listen as shown on periodic California Treasures skill assessments, fluency assessments, and written performance assessments.</p> <p>To meet state and federal expectations, GEA expects a minimum of 60% of students to demonstrate adequate reading progress each year by meeting growth targets on the NWEA MAP test each quarter in order to meet or exceed the standard on the CAASPP test.</p>
MATHEMATICS	<p>Students will develop an understanding of the formal, logical reasoning system that governs mathematical inquiry, from basic computation to higher forms of numeracy by successfully completing end-of-unit McGraw-Hill Math periodic assessments with scores of 70% or</p>

SUBJECT	ONGOING FORMATIVE ASSESSMENT
	<p>higher.</p> <p>Students will also take the NWEA MAP test quarterly to assess progress in mathematics. To meet state and federal expectations, GEA expects a minimum of 60% of students to demonstrate adequate mathematics progress each year by meeting growth targets on the NWEA MAP test each quarter in order to meet or exceed the standard on the CAASPP test.</p>
ENGLISH LANGUAGE DEVELOPMENT	<p>English learners will demonstrate mastery of listening, speaking, reading and writing standards at their assessed ELD level, as shown on periodic performance assessments. Students will be assessed on a quarterly basis for both oral and written English proficiency, scoring 65% on their grade appropriate Informal Reading Inventory administered by their teachers.</p> <p>Overall, students will make at least one year of progress in one academic year as shown by completing the standards for one ELD level each academic year.</p>
SOCIAL STUDIES	<p>All students will demonstrate mastery of standards in history, geography, and other social studies areas by successfully completing periodic end-of-unit McGraw Hill Social Studies assessments with scores of 70% or higher.</p> <p>Students will also participate successfully in grade-level multi-task projects designed to apply critical concepts and skills as well as general knowledge of current events, as appropriate. These projects will be documented in portfolios and reflective journals.</p> <p>All assignments and projects will be graded on an established standards- based four-point scale using grade-level in- house assessment rubrics developed to guide student performance and assessment. Students will achieve a 3 or higher on the four-point scale.</p>
SCIENCE	<p>All students will demonstrate mastery of science standards, including fundamental concepts in the fields of life sciences, physical sciences, earth science by completing investigations and engaging successfully in scientific methodology, and successfully completing Foss end-of- unit assessments with a score of 75% or higher.</p> <p>Additionally, all assignments and projects will be graded on an established four-point scale using grade level in-house assessment rubrics to guide student performance and assessment. Students will achieve a 3 or higher on the four-point scale.</p> <p>Assignments and projects will be scored and recorded in a science journal.</p>
FOREIGN LANGUAGE	<p>Students will make at least one year of progress in one academic year as shown by completing the standards for one foreign language level each academic year as derived from the American Council on the Teaching of Foreign Languages (ACTFL). Students will also take a teacher developed standards based assessment at the end of each year with demonstrating 70% accuracy or greater.</p>

6. Data Analysis and Reporting

TYPE OF DATA TO BE COLLECTED

As outlined in the table above, a variety of data will be collected. This data comes in the form of quarterly benchmark assessments using the NWEA MAP test and Illuminate test; publishers’

unit assessments; informal reading inventories; and graded tasks, projects, and portfolios. The data collected in this fashion is formative in nature and will be used to inform curriculum and instruction as described in the following section.

ROLE AND USE OF DATA TO INFORM CURRICULUM AND INSTRUCTION

Teachers and administrative staff will use the formative assessment data to inform curriculum and instruction.

A central GEA mission is to teach the Common Core State Standards in ELA and math and the California standards in other subject areas. All formative assessment data collected will be measuring the degree to which students have achieved these standards.

The responsibility for ensuring that students master the standards falls ultimately with the principal working in close collaboration with teachers. A key component in that process is an accurate, reliable student reporting system that offers appropriate and useful information to teachers, the principal, and parents. Accurate and reliable data that addresses the integrity of the instructional program and school-wide outcomes will be used to inform all stakeholders.

Teachers will meet individually with the principal and as a team to review all the appropriate evidence, including portfolios, writing samples, reading records, classroom observations, self-monitoring data, standardized tests and assessments, and other data that sheds light on student performance. Students who are not meeting the standards will be assisted in that effort through instructional changes and additions as warranted by the skill or knowledge area.

The principal and teachers will discuss in a structured, systematic fashion the progress students are making toward the required standards and objectives. Periodic monthly meetings will be supplemented by team meetings, where the principal will function as a facilitator and guide to introduce new ideas for improving instruction, on the basis of outcome data. A primary use of data will be to inform methods of differentiated instruction. Based on assessment data, students may be assigned to one-on-one or small group sessions with an intervention teacher or aide. These sessions may be designed using a push-in or pull-out model depending on the needs of the students.

Ultimately, the administration and use of classroom assessments falls to the teacher, and each teacher's implementation is monitored by GEA's principal.

ROLE AND USE OF DATA TO MONITOR AND IMPROVE THE EDUCATIONAL PROGRAM AND OPERATIONS

As described above, the use of data will inform and improve instruction by guiding curriculum development and providing differentiated instruction to students. Additionally, data will be used to improve the educational program and operations by informing the following:

- Development of a budget aligned to identified needs
- Hiring of intervention teachers and intervention aides
- Selection and purchase of additional instruction materials

- Selection and acquisition of various software programs
- Type of professional development offered
- Provision of informal counseling to students
- Creation of an after-school program
- Strengthening of home/school collaboration

For example, if the formative assessments given at the beginning of a school year indicate that a majority of students is not meeting targets in English language arts, the school could coordinate the following: development of a budget that provides more money to strengthen the English language arts program; hiring of intervention teachers and aides with specific expertise in developing English language proficiency; purchase of additional reading programs including more fiction and non-fiction titles for class libraries; purchase of reading software programs such as Reading A-Z, LEXIA, Achieve3000, and Accelerated Reader; provision of PD to teachers in the area of English language arts and English Language Development (ELD); provision of informal counseling to students whose anxiety levels about testing in ELA may be high; development and creation of an after-school program aligned with the regular day program goals of improving ELA achievement; strengthening the home/school collaboration by providing parents with skills to help children develop literacy skills at home.

ROLE AND USE OF DATA TO INFORM STAKEHOLDERS OF SCHOOL PERFORMANCE

School performance data, and in some cases individual data, will be shared with stakeholders including parents, students, staff, the Board of Trustees, and the community. The following table outlines the role and use of data for each of these stakeholders.

Stakeholder	Role and Use of School and Individual Performance Data
Parents	<ul style="list-style-type: none"> • Elicit support for school wide initiatives • Promote school through collective understanding of school goals and achievement • Give parents information about needs of students so that they can help at home • Keep parents informed to make decisions regarding school choice options
Students	<ul style="list-style-type: none"> • Keep informed of individual and school wide progress • Develop meta-cognitive understanding of the role of data • Establish personal achievement goals • Develop a sense of shared responsibility
Staff	<ul style="list-style-type: none"> • Guide selection of school wide initiatives • Elicit support of school wide initiatives • Promote sense of shared responsibility • Provide information used to guide organization of professional development • Provide motivation and information to develop a differentiated instruction • Guide development of curriculum designed to meet student needs
The Board of Trustees	<ul style="list-style-type: none"> • Provide information for decision making processes in general • Promote connectedness with the school • Approve budgets aligned with school needs • Provide focused support to administration • Elicit support for school wide initiatives

GEA considers parents to be an integral part of the educational process. As such, GEA will make every effort to share relevant data with parents in a timely fashion. The following outlines how this data will be shared.

Student Progress Marks: This data is conveyed to parents in a report card format three times per year at the end of each reporting trimester in November, March, and June. Classroom teachers are responsible for preparing the report cards. The first two reporting periods (November/March) coincide with parent/teacher conferences, and it is during the conference session that the report is explained and given to the parent.

NWEA MAP: Individual benchmark scores are shared with parents at parent conferences. A report downloaded from the system is given to parents to take home. Overall scores of the school in meeting growth targets is shared with parents in newsletter format at the conclusion of testing in January and June.

CAASPP Data: Individual data from the state testing system is shared with parents through mail and in person. The mailing of individual reports occurs in the fall as they are made available by the state. In person explanation of the data occurs at the parent conference. Schoolwide progress on the CAASPP is reported to parents in the newsletter format sometime during the fall when this data is made available by the state.

CELDT/ELPAC Data: Individual data from this test is shared with parents as it becomes available in the winter. Teachers share this data by sending home report sheets developed by the state. This data is also covered during the parent conference.

Meeting AMAOs: This schoolwide data is shared with parents in newsletter format as it is made available in the fall.

LAUSD Site Visit: Data from this visit is shared with parents at some point during the year as the visit is completed and the scores are made available.

7. Grading, Progress Reporting, and Promotion/Retention

GEA believes that grading policies must include consideration of several variables that indicate student progress toward achievement of grade-level standards: standardized assessments, teacher- designed performance assignments and assessments, teacher observation, and other factors. GEA will offer multiple opportunities for students to demonstrate their learning in a variety of diverse assignments and assessments in all areas of instruction, including but not limited to periodic end-of- unit tests, performance assignments and assessments, projects and performances.

Students will be scored in all elements of the educational program using a consistent criteria described in a 4-point in-house assessment rubric for each assignment. All curricula, instructional activities, materials, textbooks and assessments will be aligned to support student progress toward achievement of standards. At the beginning of each year, teachers will inform students and parents of the scope of standards to be met for the grade-level as well as instructional strategies designed to promote language development, academic success, and

respect for differences.

GEA will focus on the meaningful application of language arts concepts and skills to other curriculum areas and provide varied opportunities for students to read and understand text across the curriculum. Periodic writing assignments will be designed to measure the application of language arts standards to the social studies and science.

Student progress toward achievement in all curricular areas will be assessed using a 4- point scale, as indicated below.

Score	Level	Explanation
4	Advanced	Student completes assignment correctly and with ease. Examination of the work product indicates that the student has already attained beyond the standard.
3	Proficient	Student completes assignment successfully. Examination of the work product indicates that the student has mastered the standard and is ready for the next step. There may be some minor errors, but nothing to indicate that the standard has not been met.
2	Approaching Proficient	Student completes the assignment with difficulty. Examination of the work product indicates that the student has struggled with elements of the standard. Key portions of the assignment are left undone or are done incorrectly.
1	Basic	Student is unable to complete the assignment. Examination of the work product indicates that the student has not understood the standard or its application. Most of the assignment is left undone or is completed incorrectly.

Student progress toward global citizenship and awareness is also assessed using a 4-scale rating. A basic rubric for scoring work, attitude, and application in this area is presented as follows:

Score	Level	Explanation
E	Excellent	Student understands concept and is able to make viable plans to solve real world problems. Sees the problem in context and is able to make connections to other issues.
S	Satisfactory	Student understands concept and is able to make viable plans to solve real world problem. May or may not see problem in context and has difficulty making connections to other issues.
N	Needs Improvement	Student has limited understanding of the concept. Can make only rudimentary plans to solve real world problems. Sees no connection with other issues or problems.
U	Unsatisfactory	Student has little to no understanding of the concept. Can make no cohesive plan to use concept in solving real world problem. Sees no connection with other issues or problems.

Beginning in kindergarten, rubrics will be established that define the specific academic performance behaviors necessary to achieve each of the four scores in each subject area. Teachers and students will use the system of rubrics daily when modeling new academic behavior, when assessing the progress of an assignment, or when evaluating a final product. School consensus among classrooms and grade levels will establish consistent grading criteria across each grade level and among grade levels. Rubrics will clarify and explain each score so that academic behavior is related to growth toward mastery of standards. It is the expectation of GEA that students will meet grade-level standards as expected following the year's academic pacing plan.

Classroom assignments and assessments will be judged on the basis of established rubrics for the grade level and subject. Teachers will discuss the evaluation process with students so that students will understand the differences between scores and be able to work toward a higher score. Teachers and students will discuss the evaluation process with parents so that parents will understand the differences between scores and be able to support their children to work toward higher achievement. Quarterly scores will be assigned after considering growth over the short term and an assessment of the student's improvement.

When state assessment results are consistent with teacher evaluation, evaluation can be more easily made on the basis of the student's current demonstration of progress. When state assessment results are not consistent with teacher evaluation, the teacher and principal will discuss discrepancies and determine possible areas for investigation. Monitoring of student progress will establish the student's current learning patterns. Opportunities to improve a student's performance in standardized assessment or in daily learning will be provided.

TYPE AND FREQUENCY OF PROGRESS REPORTING

The type of progress reporting using a four-point scale has been described in the previous section. Progress reporting will take place every trimester as indicated in the school calendar. Reporting for the first two trimesters will coincide with parent/teacher conferences so that parents are made aware of their child's progress in meeting state standards in all curricular areas.

PROMOTION/RETENTION POLICY AND PROCEDURES

It is the intention of the board of GEA that no student be retained. Given the lack of evidence regarding the positive impact of retention and the overwhelming evidence that retention has a negative effect on student self-esteem and academic progress, the board requests that measures other than retention be used to promote student success. These measures may include but are not limited to the following:

- Differentiated instruction
- Team teaching
- Participation in push-in and pull-out intervention
- Tiers 1-3 strategic intervention
- One-on-one tutoring
- Participation in the afterschool and summer enrichment programs
- Assessment for special education services

If the aforementioned strategies fail to result in academic improvement, retention may be considered when all of the following criteria are met:

English Language Arts (for EO, IFEP, RFEP, and ELD 5)	Grades 1-5: Progress Report score for ELA of “1” for all three reporting periods. Grades 1 and 2: Fluency Assessment (SOAR or DIBELS) with a score below the 25%tile given within the final 60 days of the school year.
Mathematics (for EO, IFEP, RFEP, and ELD 5)	Grades 1-5: Progress Report score for mathematics of “1” for all three reporting periods Grades 3-5: A score of “Standard Not Met” on the Mathematics CAASPP from the previous year
English Language Development (for EL students only; levels 1-4)	Grades 1-5: Student remains at same ELD level for two or more years based on the overall score of the annual CELDT/ELPAC Grades 1-5: Progress Report score of “1” in all four sections ELD Reading, ELD Writing, ELD Listening and ELD Speaking for all three reporting periods
Primary Grades Only (K-2)	It is strongly recommended that primary grade students not be retained.

The parent will be notified by the second trimester report that there is a possibility of retention. All cases of recommended retention will be reviewed by a committee composed of the classroom teacher, the principal, the RST, and the parent. The committee will review the student’s profile and academic progress to date during the 3rd trimester and make a decision for retention or promotion based on the aforementioned criteria and any other pertinent information. The committee will meet no later than 60 days prior to the end of the school year. A decision for retention must be unanimous.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

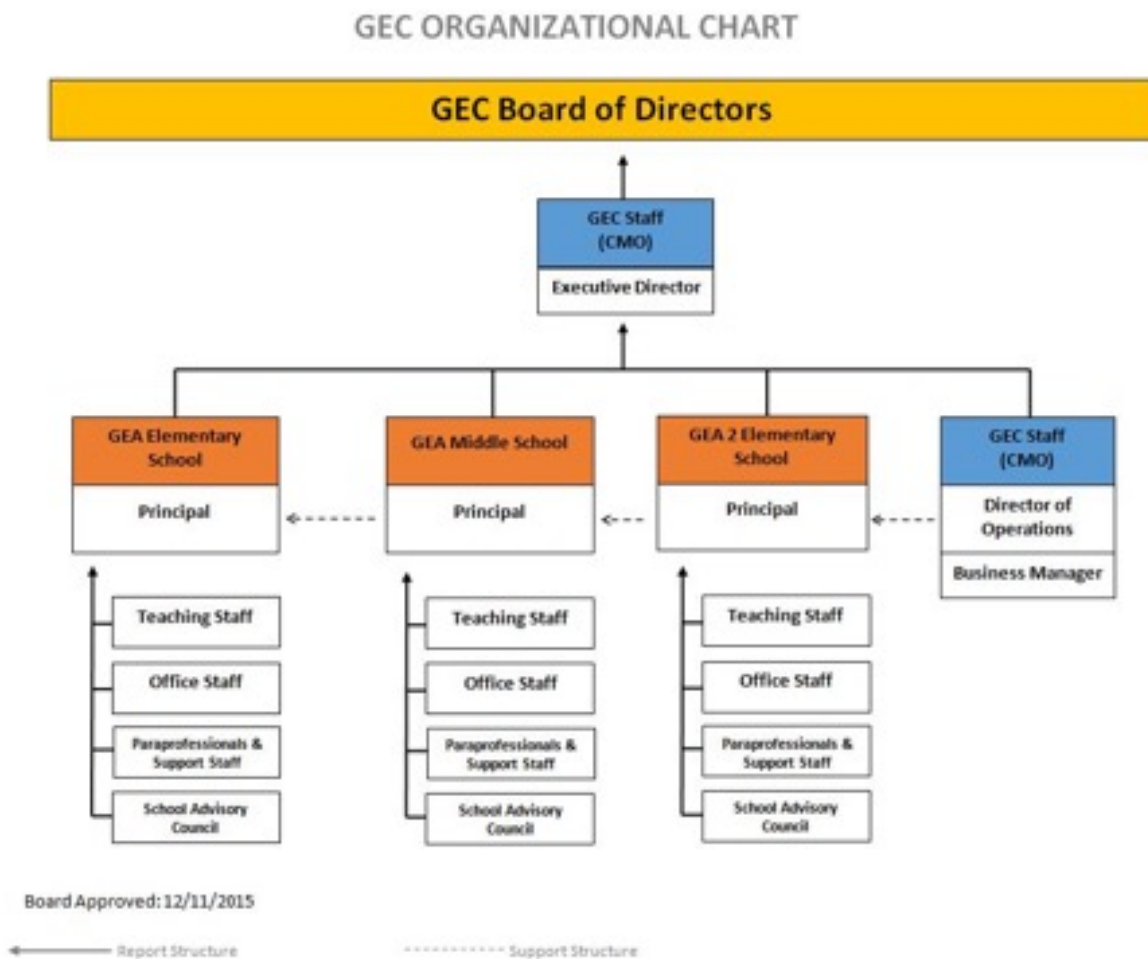
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment,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

FEDERAL PROGRAM COMPLIANCE

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

- Governance Structure

Decision-making at GEA will take place under a set organizational structure, which is designed to make maximum use of the resources in the Charter School and the community, while respecting the fundamentally democratic concerns of all constituents. The following organizational chart outlines the structure and communication channels in place at GEA.



Description of Major Roles and Responsibilities within the Governance Structure

Global Education Collaborative (GEC) Board of Directors: The GEC Board of Directors shall have oversight of all GEC schools including GEA. This oversight will include approving the annual audit, approving monthly/yearly/quarterly and all interim budget reports that are to be filed with LAUSD, the State, or Federal Government, hiring/firing of the executive director and the principals, establishing and approving the general instructional program of the Charter School, approving contracts with vendors over \$10,000 made on behalf of the Charter School,

approval of facilities contracts, development of the organization’s vision and mission statements, approval of various handbooks and policies, etc.

The GEC Board shall also have responsibility to ensure that the academic performance of the Charter School is such that it meets criteria for renewal established by the State. Additionally, the Board shall ensure fiscal health of the Charter School by reviewing budgets on a monthly basis as part of the approval process described above. Furthermore, the Board shall provide oversight to the school as it relates to matters in general, which may include such things as governance and organizational management, all of which are categories of evaluation by the Charter Schools Division.

In performing these various duties, the GEC Board shall have access on a regular basis to the following data points as described in table format below.

Month	Reports
August	<ul style="list-style-type: none"> • CAASPP results from previous school year • Enrollment/Attendance data
September	<ul style="list-style-type: none"> • CAASPP results from previous school year • Enrollment/Attendance
October	<ul style="list-style-type: none"> • Achieve3000 • Enrollment/Attendance
November	<ul style="list-style-type: none"> • 1st Benchmark NWEA MAP test • Enrollment/Attendance
December	<ul style="list-style-type: none"> • 1st Formal Teacher Observation • Enrollment/Attendance
January	<ul style="list-style-type: none"> • Achieve3000 • Recruitment • Enrollment/Attendance
February	<ul style="list-style-type: none"> • 2nd Benchmark NWEA MAP test • 2nd Formal Teacher Observation • 1st Writing Benchmark • CELDT/Reclassification • Recruitment • Enrollment/Attendance
March	<ul style="list-style-type: none"> • Recruitment • Enrollment/Attendance
April	<ul style="list-style-type: none"> • Teacher Evaluation/Retention/Recruitment • Recruitment • Enrollment/Attendance
May	<ul style="list-style-type: none"> • Recruitment • Enrollment/Attendance
June	<ul style="list-style-type: none"> • 3rd Benchmark NWEA MAP test • 2nd Writing Benchmark • Recruitment • Enrollment/Attendance

Executive Director: The Executive Director (ED) oversees and advances all Global Education Collaborative Schools. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is responsible for implementation of all board policies and

directives. At the CMO level s/he directly manages all positions in the CMO including the Director of Operations and all Business Managers, makes recommendations to the board on hiring/firing issues, develops board policies for approval by the board, and oversees budgetary processes and reporting. At the school level s/he oversees implementation of board policies, oversees and assists principals with their jobs, evaluates principals yearly, and facilitates communication among all principals.

Director of Operations: The Director of Operations (DO) generally oversees budgetary processes for all schools in the collaborative (GEC) and the collaborative itself. S/he also assists business managers and principals in the development of budgets that are aligned with the vision/mission of the school. S/he assists the executive director in collecting and analyzing a variety of data to present to the board to enable it to make decisions and approve policy.

Principal: The Principal oversees implementation of board policies and directives at the school site. S/he is responsible for the day-to-day operations of the school. The principal has direct responsibility for the operational and instructional programs designed to deliver services to students and their families. S/he develops curriculum with the teachers and organizes and provides professional development. S/he evaluates teachers and staff on a yearly basis and hires and fires staff. The principal develops a budget that aligns with the vision and mission of the school with help of a business manager or director of operations. The principal approves expenditures in alignment with the budget.

Teaching Staff: The teaching staff includes all fully credentialed classroom teachers and the Resource Specialist Teacher (RST). The teaching staff is responsible for delivery of the curriculum and managing all aspects of the classroom including student academic and emotional growth. The teacher is the primary link between the school and the parents/students and facilitates this communication on a daily basis through various interactions and meetings with parents, students, and other staff.

Paraprofessionals and Support Staff: Paraprofessionals and support staff include instructional aides and intervention teachers. The instructional aides and intervention teachers work under the direction of teachers to provide additional instructional support to students one-on-one or in small groups.

Office Staff: The Office Staff includes the Office Manager and possibly a Receptionist and a Resource Manager. The Office Manager is responsible for keeping, maintaining, and reporting school records and data in CALPADS, PowerSchool, and other such programs. S/he has the responsibility for reporting attendance data to the District and the State. S/he also processes all interest forms, enrollment forms, student applications, and lunch forms, and ensures that the information provided on these forms is complete and accurate. The Receptionist takes calls and greets the public at the front desk. S/he is responsible for directing questions and calls to appropriate individual within the organization. S/he also provides information to the public regarding the school and its operations and will perform other clerical duties as assigned. The Resource Manager is responsible for managing the physical resources of the school. S/he ensures that the facilities are well-maintained, that orders are received and distributed, that equipment is logged and tracked. S/he also processes orders received from and approved by the principal.

School Site Council and Committees: The school site council (SSC) and committees provide recommendations to the principal regarding the operational and instructional programs of the school. The SSC will also review and approve the Single School District Plan. As required by law, the SSC also provides its approval of such things as the LCAP and expenditures related to Title III and EL students. The SSC committees are organized from among existing members of the SSC and provide focused information in their respective areas.

Committees under the School Site Council shall include the English Learner Advisory Committee and other ad hoc committees created to address issues that arise at the school. These ad hoc committees may include those designated to examine issues related to safety, facilities, budget, curriculum, etc.

The School Site Council shall be composed of the following members in accordance with State guidelines:

- a. Principal
- b. Teacher representatives
- c. Classified employee
- d. Parent representatives

Teacher and parent representatives will be selected by popular vote from among members of their respective groups. The same applies to the classified employee. Once the council is convened for the first time, the council will select from among its members a president, vice-president and secretary. The term of office for all duly selected members shall be one academic year.

- **Governing Board Composition and Member Selection**

The Global Education Academy (GEA) will be operated by Global Education Collaborative (GEC), a nonprofit public benefit corporation. The governing board of GEC will act as the Board of Trustees of GEA.

The GEA will be governed pursuant to the bylaws and guidelines established by the Board of Trustees. This board will consist of three to fifteen voting members elected to represent the diversity of experiences and backgrounds that are representative of the school.

The board will be composed of members whose collective resume provides the requisite knowledge to manage all the schools under its jurisdiction. The composition of the board will reflect the interests of the community it serves. In this way, the board will be able to support administrative staff in their efforts to meet the needs of the community.

- **Criteria and Process for Selecting Governing Board Members**

Board members will be elected through a nomination process. The president may appoint a committee to designate qualified candidates for election to the board of directors at least thirty (30) days before the date of any election of directors. The nominating committee, formed on an ad hoc basis, shall make its report at least seven (7) days before the date of the election or at such

other time as the board of directors may set and the secretary shall forward to each board member, with the notice of meeting required by the GEC bylaws, a list of all candidates nominated by committee. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote per available seat.

The criteria for nomination of candidates to the Board and potential considerations shall include at a minimum:

- Experience at a managerial or administrative level in either a public or private setting
- Dedication to the vision and mission of Global Education Collaborative schools
- Knowledge of budgets and development of budgets consistent with the vision and mission
- Belief that all students can achieve success with the appropriate inputs
- Basic knowledge of educational systems and their organization
- Possession of unique skill/knowledge that will benefit the organization

Additionally, candidates will be sought that will be able to fully comply with all of the responsibilities as set forth below:

- Establish all major educational policies consistent with the charter and state and District regulations;
- Implement and oversee major administrative policies to ensure smooth operation of the school;
- Approve all major changes to the school's overall goals, visions, and curriculum;
- Approve and adopt an annual operating budget for the school;
- Review and approve all grant and fundraising requests and receipts; Approving compensation schedules and employee benefits offerings;
- Reviewing and approving all major purchases and contracts within limits set by the Board;
- Selecting the school's external auditor and receiving the auditor's report;
- Encourage and promote parental involvement through community outreach and parent education and training;
- Select and evaluate the Principal of the school.

Governance Procedures and Operations

LOCATION AND FREQUENCY OF BOARD/COMMITTEE MEETINGS

The location of the board meetings will be as follows:

Global Education Academy Middle School
1374 W. 35th St.
Los Angeles, CA 90007

The board will meet once a month generally on the 4th Tuesday of the month with the exception of a combined November/December meeting. Committee meetings shall be held quarterly as needed and will be announced the month prior at a regular board meeting.

PROCESS AND TIMELINE FOR SETTING ANNUAL CALENDAR OF BOARD AND COMMITTEE MEETINGS

The process for setting the annual calendar of board meetings is as follows:

1. The Director of Operations prepares an initial draft of the school calendar in February for the school year that begins in July of the following calendar year. The school calendar includes the dates for each of the regular board meetings from July through June of the following year.
2. The calendar is reviewed by the Executive Director who then asks for feedback from school staff by the end of March. After receiving feedback, and when deemed appropriate, the calendar is revised accordingly.
3. The calendar is submitted to the board for review in the April board meeting. Suggestions, if any, are made at this time, and the calendar is revised accordingly.
4. The calendar is submitted to board for official approval in May.

Committee meetings as noted above will be held quarterly and announced the month prior at a regular board meeting.

LOCATION FOR POSTING BOARD AND COMMITTEE MEETING AGENDAS

All board and committee meeting agendas will be posted physically at the front entrance of the school. All board and committee meeting agendas will also be posted online on the school's website and that of Global Education Collaborative. For regular board meetings, the posting will occur at minimum 72 hours prior, and for the special board meetings 24 hours prior.

PROCEDURES TO ASSURE COMPLIANCE WITH KEY BROWN ACT REQUIREMENTS

The GEC board of trustees ensures that all actions taken by the board are in compliance with Brown Act Requirements. The procedures used to ensure this are as follows:

- The Board, the Executive Director, and Director of Operations will receive Brown Act training once a year.
- The Executive Director and Director of Operations will review key Brown Act requirements at selected board meetings with the board members throughout the year.
- The Executive Director and Director of Operations will consult frequently with legal counsel to ensure that procedures consistent with the Brown Act are followed.

In particular, the Board of Trustees will follow key Brown Act procedures as it relates to posting of agendas, agendizing closed sessions, compliance with ADA, teleconferencing, public comment, etc.

Agendas for regular board meetings will be posted at least 72 hours in advance at the Charter School location in a place visible to the public. Agendas will additionally be posted at each location from which a board member is calling in or video-conferencing. For special board meetings, the agendas will be posted at least 24 hours in advance at locations previously specified. And for emergency meetings, the agendas will be posted at least 3 hours in advance at locations previously specified.

QUORUM REQUIREMENTS

A quorum of board members is required to initiate any board meeting and to take action on any agenda item. The quorum is defined as fifty percent of existing board members plus one.

BOARD ACTION (VOTING) REQUIREMENTS

The Board will vote on agenda action items only. Each board member shall have a single vote on each action item. A simple majority of board members present at the board meeting shall prevail on each action item presented to the Board. The board may vote to delay action until a later meeting, whether regular or special.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation or bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions, and indemnification of directors (Section 5238(e)), require a greater percentage or different voting rules for approval of a matter by the board.

Meetings of the board of directors shall be presided over by the chairperson of the board, or, if no such person has been so designated or, in his or her absence, the president of the corporation or, in his or her absence, by an officer of the corporation or, in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meeting. The secretary of the corporation shall act as secretary of all meetings of the board, provided that in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

ABSTENTION AND TELECONFERENCE PARTICIPATION

Board members may selectively abstain from any vote on an action item.

Board members may participate via teleconference. In accordance with Brown Act provisions, participation via teleconference will be appropriately noted on the agenda by including the address of the teleconferenced location, and the agenda will be posted at said site.

Each teleconference location shall be accessible to the public.

All votes taken during a teleconferenced meeting shall be by roll call.

Stakeholder Involvement

ROLE OF PARENTS AND STAFF IN THE GOVERNANCE OF THE SCHOOL

The role that parents and staff play in the governance of the school is of utmost importance. Parents and staff will be involved in the governance of the school through their participation on key advisories and related committees described in a preceding section.

The governance structure of the school is meant to reflect the concerns and desires of the community that it serves. Decision-making must therefore be driven not only by state-mandated standards, but also by that community. GEA believes strongly in the power of collaboration, cooperation, and continuity in its commitment to its students, their parents and staff.

PROCESS FOR CONSULTING WITH ALL STAKEHOLDERS TO DEVELOP ITS LCAP AND ANNUAL UPDATE

GEA administrative staff will consult with all stakeholders to develop its LCAP and the annual update. The process can be generally described as follows:

1. Director of Operations calculates funding for LCAP based on state projections using the LCFF. This includes base, supplemental, and concentration grant monies.
2. The principal in special LCAP meetings and at staff meetings presents budget data and elicits suggestions from parents and staff as to how the money should be spent based on school needs.
3. Suggestions coming from a wide variety of sources are then relayed to the SAC. The SAC prioritizes the suggestions.
4. A preliminary LCAP is developed by the Director of Operations and principal based on the suggestions given by the SAC.
5. The LCAP is presented to the Board of Trustees for their review and then approval.
6. The LCAP is presented to the parents at a SAC meeting for final approval.
7. The LCAP is submitted to the LACOE and the District.

PROCESS FOR CONSULTING WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAM

To ensure full participation, GEA will institute ongoing communication through newsletters, emails, phone calls, and other communication methods to keep parents, community members, and staff up-to-date on the school's activities. Bilingual information in Spanish and English will be available for parents, and partnerships with community groups will be formed to assist in the outreach activities. Local libraries, churches, and other community institutions will be enlisted to disseminate news about GEA and its mission.

GEA will reach out to other community-based organizations, faith-based institutions,

neighborhood-based non-profit groups, and neighborhood councils and associations in an effort to develop the most effective means of involvement for all concerned.

Most importantly, staff, students, and other stakeholders will be an integral part of the GEA governance structure, serving on its boards and committees that will plan and execute the goals of the school as outlined below.

GEA will use a variety of methods to consult with students and parents regarding the educational program. These include:

- **Student-Teacher Conferences.** Teachers will conference periodically with students about their progress at all grade levels. Teachers will provide oral and written feedback to students, in addition to soliciting their input on certain curricular matters when appropriate.
- **Parent-Teacher Conferences.** Teachers will conference with parents on a regular basis, at least twice per school year, about the progress of their child at GEA. These conferences will include a review of the student's academic work as well as any other issues pertinent to overall success of the child at GEA. Conference will be held on dates and times that accommodate the parent's work schedules.
- **Parent Education Meetings.** The GEA principal will host a training meeting each month to present specific and topical information regarding the school's instructional and operational components. Parents will have the opportunity to respond and provide input that will be discussed at the monthly SAC meeting.
- **Parent Coffee and Teas.** The GEA principal will host an informal meeting once a month to discuss any topic that parents bring to the table. Issues will be addressed directly at these meetings, or the subject matter will be referred to the SAC for extended discussion and action.
- **Calls and Emails.** When appropriate, teachers and staff members will communicate directly with parents by means of phone calls and, for non-confidential matters, email when it is accessible. These electronic forms will facilitate rapid communication and resolution of issues involving the student.
- **Newsletters and Announcements.** GEA will periodically publish a newsletter in a language that is used by parents, which explains upcoming events, general information, and policies of the school.
- **Letters.** GEA will communicate certain matters with regards to its policies and practices via traditional letters sent to the homes of the children. This will supplement other forms of communication and consultation.
- **Governance Structure.** The most obvious way that parents and students will be consulted is through its integrated governance structure of boards and committees designed to facilitate strong parent-school communications and decision making.

COMPOSITION, SELECTION, AND OPERATING PROCEDURES FOR PARENT ORGANIZATIONS AND COMMITTEES

At the beginning of the school year, the Principal shall be responsible for forming the School Site Council. The School Site Council will meet monthly. The School Site Council will provide input to the Board on the operations of the school, and on issues of concern to staff, teachers, parents, and students. It will provide input and make recommendations regarding the school's policies and procedures. It will review and approve the LCAP and the Single School District Plan. It will review and approve policies/recommendations regarding Title I and Title III monies.

The School Site Council will consist of (at a minimum) of six people: the Principal (ex officio member), three elected parent representatives, an elected teacher representative, and another school employee. In all cases, there shall be parity between the number of parents and other members of the committee. The diverse composition of the council will ensure all stakeholders are represented.

The president and vice-president of the School Site Council will be elected from its members. The council will also elect a recording secretary and shall keep meetings that do not involve confidential matters open and public to all concerned parties. Standard Rules of Order shall govern the functioning of the School Advisory Council.

The SSC will meet once a month.

The School Site Council will be instructed to form advisory committees on an as needed basis. Members of the School Site Council will nominate and hold elections to form the advisory committees. The president of the School Site Council will ensure that the committees carry out their respective missions. Since parent involvement is critical to the success of governance, the Council shall ensure that adequate representation is provided for them on each of the advisory committees with at least one member coming from among the parents. Committees, when organized, will meet no less than quarterly while school is in session, and more often when required.

The committees established may encompass the following areas:

1. English Learner Advisory
2. Facilities and Budget
3. Curriculum and Development
4. Personnel
5. Parental Partnerships and Community Relations

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

Employee Positions and Qualifications

The following is a list of all school employees including administrators, certificated staff, instructional support staff, and classified staff. The listing includes descriptions of responsibilities and qualifications and is divided into two sections: employees of the CMO (Global Education Collaborative) and employees of the school

GLOBAL EDUCATION COLLABORATIVE SCHOOLS

1. Executive Director

The Executive Director (ED) oversees and advances all Global Education Collaborative schools. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is passionate and completely dedicated to Global Education Collaborative schools’ mission and has a steadfast belief that all students deserve an excellent public education in preparation for middle school, high school and college. The ED must have an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The ED directly manages all positions in the CMO.

Responsibilities

- Monitor and sustain the high expectations for a rigorous academic program and school culture.
- Ensure compliance with requirements outlined in the school's charter, laws and policies related to charter schools established by the Los Angeles Unified School District, State of California and Every Student Succeeds Act (ESSA).
- Function as the primary spokesperson for the Charter School and present a consistent message to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise board committees in their efforts to establish policy and procedures for a well-functioning school.
- Provide professional development for the CMO staff and all school administrators.
- Coordinate correlation meetings with school site principals and CMO staff.
- Oversee grant writing efforts to expand school resources.
- Locate, secure and improve facilities for current schools and for future sites. Present finding to board and facilitate collection and communication of all relevant information.
- Analyze and negotiate funding and contracts for facilities.
- Manage strategic planning processes for all schools.

Qualifications

- Bachelor's or Master's Degree in education or related field
- Several years of urban teaching experience preferred
- Management and development of a business or a non-profit organization.
- Demonstrated success in realizing significant business/academic gains leading a company or a school
- Experience and success in management of higher-level positions including such positions as principal, director of operations, business manager, etc.
- Critical thinker and decision maker who has achieved success with complex organizational challenges.
- Inspirational leader who has a proven record of success
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents
- Openness to feedback and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract and retain an exceptional team of administrators and leaders.

2. Director of Operations

The Director of Operations works with the Executive Director to ensure operational consistency among all Global Education Collaborative schools and has general oversight of budgetary and finance issues for all schools in the collaborative.

Responsibilities

- Oversee budget development process for all collaborative schools and provide guidance and support to local business managers
- Organize and provide professional development and training to business and office managers related to their specific duties
- Assist executive director with oversight responsibilities by collecting and analyzing data related to the functioning of all schools.
- Work with vendors of products designed to meet needs of the collaborative
- Assist the executive director in organizing monthly board meetings

Qualifications

- Possess four-year degree, preferably in business, accounting, or other related field
- Experience working in an educational setting
- Experience working in a managerial position
- Ability to work well with a diverse group of people
- Ability to work under the direction of the executive director

3. Business Manager

In order to run the administrative financial functions of the school, GEA will use the back office provider EdTec. GEA will have a designated on-site business manager provided by GEC that will serve as liaison between GEA and the vendors.

Responsibilities

- Work under the direction of the principal to develop a budget for the school
- Prepare and submit financial reports to the principal and board as requested
- Oversee the school budget, monitoring revenues and expenditures
- Work with vendors to ensure timely delivery of services of products
- Ensure that payments to vendors are timely and correct
- Contact vendors and suppliers to negotiate the best deals on services and products
- Perform other duties as assigned

Qualifications

- Possess four-year degree, preferably in business, accounting, or other related field
- Experience working in an educational setting
- Experience working in a managerial position
- Ability to work well with a diverse group of people
- Ability to work under the direction of the principal

CAMPUS EMPLOYEES

1. Principal

The Principal is responsible for realizing the school's mission and vision. The Principal accomplishes this through frequent observations and coaching, requiring peer cross- evaluations and by promoting positive, constructive communication among Board Directors, administrative staff, teachers, students, and parents. The Principal is a student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions. S/he creates, monitors and sustains the high standards of a rigorous school climate and school culture. The Principal is directly responsible to the executive director.

Responsibilities

- Instructional leadership and accountability for implementation of curriculum
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter
- Overseeing the day-to-day operations of the school
- Assisting with student discipline
- Reporting to the Board of Trustees on the progress of the school in achieving educational success
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for Board review and approval
- Other duties as assigned

Qualifications

- Clear teaching credential recognized by the State of California (Multiple or Single Subject)
- 4-5 years administrative experience in an educational setting
- Bilingual ability in one or more languages taught at the school
- Ability to organize school processes and procedures
- Familiarity with Federal, State, and local mandates
- Ability to craft a budget and manage school finances
- Experience working with a diverse group of students
- Ability to conduct professional development for teachers and other staff

2. Teachers

GEA teachers will be highly qualified and will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of Every Student Succeeds Act of 2015. Teachers will be required to hold a Commission on Teacher Credentialing

certificate, permit or other document equivalent to that which a teacher at other public schools would be required to hold in accordance with state law. These documents will be maintained on file at GEA and made available to LAUSD upon request.

Responsibilities

- Creating units and lesson plans with a global perspective that includes viewpoints from other countries and cultures.
- Preparing and implementing academically rigorous lesson plans that lead to student investigations and demonstrations of understanding
- Assessing student progress and maintaining accurate records
- Attending professional development
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Other duties as assigned

Qualifications

- Bachelor's Degree.
- ESSA Highly Qualified
- Multiple Subject Credential with foreign language (Korean or Spanish) BCLAD or ELL authorization either embedded in credential or added as CTC authorization
- Two years of urban teaching experience preferred.
- Understanding and commitment to GEA's mission
- Steadfast belief that all students can achieve academic success.
- Professional attitude and demeanor.
- Willingness to engage in frequent dialogue and to be self-reflective with peers in a professional learning community
- Commitment to developing professionally as a teacher/leader
- Commitment to analyzing student's academic achievement results and using assessment data to inform instruction.

3. Intervention Teacher

GEA Intervention Teachers (classified position) will be highly qualified and will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of ESSA. GEA intervention teachers will assist with instruction under the direct supervision of a highly qualified teacher and will hold a bachelor's degree from a recognized college or university, plus a credential or 30-day sub permit from the CCTC. These documents will be maintained on file at GEA and made available to LAUSD upon request.

Responsibilities

- With the support of the classroom teacher, organize lessons to meet academic needs of students one-on-one or in a small group setting.
- Covering classes in need of substitutes.
- Assessing student progress and maintaining accurate records
- Attending professional development when appropriate
- Maintaining frequent communication with students, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Other duties as assigned

Qualifications

- Bachelor's Degree.
- Multiple Subject Credential with foreign language (Korea or Spanish) BCLAD or ELL authorization either embedded in credential or added as CTC authorization; or, multiple subject teaching credential; or 30-day sub permit.
- Two years of teaching experience preferred.
- Understanding and commitment to GEA's mission
- Steadfast belief that all students can achieve academic success.
- Professional attitude and demeanor.
- Willingness to engage in frequent dialogue and to be self-reflective with peers in a professional learning community
- Commitment to developing professionally as a teacher/leader
- Commitment to analyzing student's academic achievement results and using assessment data to inform instruction.

4. Intervention Aide

GEA intervention aides (classified position) will be highly qualified and will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of ESSA. GEA aides will assist with instruction under the direct supervision of a highly qualified teacher and will hold a bachelor's degree from a recognized college or university. These documents will be maintained on file at GEA and made available to LAUSD upon request.

Responsibilities

- Supervise children during indoor and outdoor activities to ensure a safe environment at all times.
- With the support of the classroom teacher, organize lessons to meet academic needs of students one-on-one or in a small group setting.
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.

- Teach children to become responsible for their own behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Promote positive interactions at all times.
- Maintain open lines of communication to ensure smooth operations.
- Provide supervision during field trip and other school-related activities.

Qualifications

- Must have (1) Obtained a bachelor's degree (or higher) degree.
- Must be creative yet organized, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible, and driven by a desire to help children succeed.
- Must possess good communication skills in oral and written form, including accurate grammar and use of business correspondence forms.
- Must have great interpersonal skills and the ability to work with a variety of different personality types.
- Must present a neat, professional appearance.
- Must be able to adjust schedules, tasks and focus in the event of changing deadlines and priorities.

5. Teacher's Assistant

GEA teacher's assistants (classified position) will be highly qualified and will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of ESSA. GEA TAs will assist with instruction under the direct supervision of a highly qualified teacher and will hold an associate's degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (or 90 quarter units) from a recognized college or university. These documents will be maintained on file at GEA and made available to LAUSD upon request.

Responsibilities

- Supervise children during indoor and outdoor activities to ensure a safe environment at all times.
- Provide instruction in non-core subjects under the supervision of the classroom teacher.
- With the support of the classroom teacher, organize lessons to meet academic needs of students one-on-one or in a small group setting.
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.
- Teach children to become responsible for their own behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Promote positive interactions at all times.
- Maintain open lines of communication to ensure smooth operations.
- Provide supervision during field trip and other school-related activities.

Qualifications

- Must have (1) Completed two years of study at an institution of higher education (60 units total); or, (2) Obtained an associate's (or higher) degree.
- Must be creative yet organized, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible, and driven by a desire to help children succeed.
- Must possess good communication skills in oral and written form, including accurate grammar and use of business correspondence forms.
- Must have great interpersonal skills and the ability to work with a variety of different personality types.
- Must present a neat, professional appearance.
- Must be able to adjust schedules, tasks and focus in the event of changing deadlines and priorities.

6. Yard Supervisor

GEA yard supervisors (classified position) will be qualified and will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA. GEA yard supervisors will supervise students on the yard and/or during recess and lunch activities and will have a high school degree from a recognized high school. These documents will be maintained on file at GEA and made available to LAUSD upon request.

Responsibilities

- Supervise children during indoor and outdoor recess and lunch activities to ensure a safe environment at all times.
- Provide an environment conducive to age appropriate activities that offers physical and emotional growth.
- Teach children to become responsible for their own behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Promote positive interactions at all times.
- Maintain open lines of communication to ensure smooth operations.
- Provide supervision during field trip and other school-related activities.

Qualifications

- Must have (1) Completed high school; or, (2) Obtained GED.
- Must be creative yet organized, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible, and driven by a desire to help children succeed.
- Must have great interpersonal skills and the ability to work with a variety of different personality types.
- Must present a neat, professional appearance.
- Must be able to adjust schedules, tasks and focus in the event of changing priorities.

7. Office Manager

The Office Manager will be selected by the Principal and/or the Board of Trustees on an application and interview basis. Selection will be based on experience in the same or a similar position and the ability to perform the job duties for that position.

Job Duties

- Answering phones/interfaces with the public
- Filing reports
- Enrolling students
- Managing and monitoring office operations
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Bilingual translation and communication with parents
- Preparing correspondence, reports, bulletins, files, forms, memorandums
- Other relevant duties as assigned

Qualifications of the Office Manager include:

- AA degree or above
- Ability to perform basic bookkeeping duties
- Ability to access, upload and monitor student data through systems such as CALPADS and PowerSchool
- Ability to work under the direction of the Business Manager and Principal
- Experience working with students and parents
- Bilingual ability in Spanish and English

The Charter School may hire other part-time and full-time personnel such as office receptionist and resource manager.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

1. Charter School's Custodian(s) of Records

The Custodian of Records per CA Department of Justice requirements will be the Director of Operations.

2. Promoting Health and Wellness

Physical Education

Physical Education classes are a priority at Global Education Academy 3. GEA offers its students a minimum of 100 minutes of P.E. per week taught by the classroom teacher or a P.E. coach. This is supplemented with in-class movement sessions designed to give students a break from their rigorous academic program. P.E. sessions incorporate the California State Standards for Physical Education and include lessons focusing on psycho-motor skills, body movement, game play and rules, and sportsmanship. Students will be well prepared to take the 5th grade physical fitness test as offered by the State of California.

GEA Wellness Plan

The Health and Wellness Committee has developed a wellness plan. The Health and Wellness Committee is composed of school staff, parents, students, and community members. The plan outlines expectations regarding, among other things, food offerings at the school and promotion of physical exercise for all students. The Health and Wellness Committee is also responsible for evaluation of the plan's implementation. The evaluation is presented to the Board once a year in July.

Academic Counseling and Support

GEA offers students in need the opportunity to meet with credentialed school counselors to discuss issues related to mental health and academic achievement. These sessions may be conducted as a small group or one-on-one. They are generally offered once a week for 30 minutes at the school site unless circumstances require more time. The purpose of these sessions is to provide students with the skills necessary to cope with school, peers, or stressful family situations.

Community Resources and Referrals

GEA has partnered with various community organizations that provide support and services to students and their families. These organizations meet student and family needs from tutoring and academic services to medical and dental clinics. Included in this list of organizations is KEDREN, Children's Institute, St John's Well Child and Family Center, Crystal Stairs, South Central Los Angeles Regional Center, USC School of Dentistry, Family Crisis Center, A Place Called Home, Evans Community Adult School, Los Angeles Public Library, Los Angeles Regional Food Bank, Children's Hospital of Los Angeles, Mexican American Legal Defense and Education Fund, etc.

After-School Program

GEA provides an after-school program to selected students. The after-school program is funded through the State's After School Education and Safety (ASES) program. The principal serves as the program director. A site coordinator provides day-to-day supervision of the program operations including the after school program teachers.

The benefits of the after-school include provision of a healthy snack, additional physical activity, homework help and an enrichment activity.

Most enrichment activities are developed by after school program teachers in conjunction with the regular day teachers. After school and regular day teachers meet once a month to go over themes and concepts taught in the regular day program. After school teachers develop parallel activities to enrich instruction occurring during the regular day. For example, if the theme for a 2nd grade class during the month of November is the ocean environment, 2nd grade students in the after school program could be involved in developing and creating an ocean environment mural complete with labels and descriptors of various ocean animals. This would potentially be something that the regular day teacher could not do with students, but something that could be done in the after school program.

Other enrichment activities may be provided through special classes. In the past, GEA has provided enrichment classes such as Lego Robotics, photography, art, Korean drumming, the environment, general science, drama, and dance. GEA will continue to provide special classes as funding permits.

Participation in these extracurricular activities promotes student well-being and confidence.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Court-Ordered Integration

1. Maintaining the LAUSD’s Racial and Ethnic Balance

The goal of Global Education Academy is to provide a high quality education to students regardless of racial and ethnic background. It is expected that our student body will consist primarily of students of color reflecting the ethnic make-up of the surrounding community. However, GEA will actively recruit among all ethnicities to reflect the general population residing within the jurisdiction of the Los Angeles Unified School District.

The plan for achieving this racial and ethnic balance includes the following:

- Distribution of informational materials to various community, community religious organizations, agencies that serve ethnic populations, public libraries, recreation centers, local businesses, etc.
- Presentations at various pre-schools in the surrounding community.
- Presentations at various multi-ethnic events such as fairs and festivals.
- Announcements in local media

- Outreach meetings
- Development of promotional materials in various languages, which will be provided to the community in the form of flyers and online postings. (These informational packets will be provided in English, Spanish, Korean, and Chinese.)

These activities will occur throughout the year, but a higher concentration of activity will occur between December and August. GEA will also conduct an analysis of enrollment trends to identify gaps and underrepresentation of minorities. A committee comprised of the principal, administrative support staff, parents, and teachers, will meet to discuss the solutions and strategies designed to meet enrollment needs.

2. How This Plan Will Achieve and Maintain the LAUSD Racial and Ethnic Balance Goal

This plan will help to achieve and maintain the LAUSD racial and ethnic balance goal by increasing the number of ethnically diverse students entering the lottery during the open enrollment period. For example, if as result of community outreach the lottery pool for kindergarten contains 50% African-American and 50% Hispanic students, our chances of having equal numbers from both groups in the matriculating class is almost guaranteed. That is, an increase in the number of ethnically diverse lottery applicants will proportionally increase the number of admitted students who represent this diversity. This was the case for the enrollment period occurring during the 2015/2016 school year. An increase in the number of diverse applicants led to an increase in the number of African American students admitted such that the population of African Americans increased by over 100%.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

1. Admission Requirements

Global Education Academy admits all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A). The School admits all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. There are no requirements for enrollment.

2. Student Recruitment

GEA will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas that values our commitment to global education and to our pedagogical and philosophical mission. All students in California are eligible to attend GEA, and the Charter School will adhere to all applicable laws governing the minimum age for public school attendance.

In accordance with our vision of a diverse student population, we have developed a recruitment and admissions process designed to reach out to all families and to enable the school to have an environment that facilitates our pedagogical plan for global education.

By nature of the demographics of its planned location, GEA's recruitment plan focuses on recruiting academically low-achieving and economically disadvantaged students. In recruitment materials and at recruitment meetings, information regarding the success of GEC's family of schools in helping students with a history of low academic performance and of low socio-economic status are highlighted.

The Charter School will also actively seek to include special needs students in its recruitment plan by stating in recruitment materials and at recruitment meetings that GEA offers a special education program for students with disabilities.

Prospective parents/guardians are encouraged to attend an orientation meeting to learn about the educational program offered at the school. Those students whose parents/guardians have attended an orientation will also receive an informational packet to ensure that the school's educational focus, student expectations, and key policies and procedures are conveyed and understood. Multiple orientations will be held at various times to accommodate all families. Informational packets for families unable to attend orientations will be made available.

Parents/guardians of admitted students will be encouraged to attend a welcome meeting. Parents/guardians will be encouraged to sign a parent compact with the school stating their understanding of GEA's academic policy, student behavior policy, attendance policy, suspension/expulsion policy, and parent involvement expectations.

3. Lottery Preferences and Procedures

Global Education Academy gives preference to siblings and children of GEA staff (limited to 10% of charter school staff). If the school receives a number of applications that exceeds the number of available spaces, a public random lottery is conducted, with preference for available

spaces given to students in the following order:

1. Siblings of current GEA students
2. Students who reside within the boundaries of the District
3. Children of GEA staff (up to 10% of charter school's total enrollment)
4. All other students

Preference will be given to students who are in category (1) above by exempting these students from the lottery if enrollees do not exceed available spaces. These admissions preferences are in accordance with standard practice.

4. Random Public Drawing

Admission will be on a first come, first served basis. In the event that applications for enrollment exceed capacity at any grade level, the Charter School will conduct a random public drawing. Public notice will be given on the procedures for the lottery in advance to all interested students. This notice will be posted on the school's website, on the school premises, and be included as part of the orientation meeting for parents. Students whose parents have included personal contact information on the application form will receive notice via regular USPS mail, phone call, or e-mail.

Only applications received during the open enrollment period will be included in the public random drawing. Open enrollment begins March 1 of the school year prior to which matriculation occurs and ends the first Friday in April that school is in session. Parents are informed by phone call, regular USPS letter or e-mail at the time of open enrollment that a lottery will occur if the number of applicants exceeds capacity. The application form serves as automatic entry into the lottery. If the number of applicants exceeds capacity before the close of open enrollment, the lottery is held on the first Monday that school is in session following the close of open enrollment. Parents do not need to be present at the lottery. Following the lottery, the Office Manager informs parents of the results by phone call and by letter. Parents will have two weeks to respond after the phone call was made or the letter was sent, whichever is later, to let the school know that they will be enrolling their child and picking up an enrollment packet. When parents come in to pick up the enrollment packet, they also make an appointment to turn in the packet by the end of the school year prior to enrollment.

Procedures that will be followed and related materials used will be made available to the LAUSD Charter School's Division. LAUSD's Charter School's Division and Charter Office staff is welcome to observe the Random Public Drawing should one be necessary.

The lottery will occur on Charter School premises. The lottery will be held at 6:00 p.m. on the first Monday that school is in session following the close of open enrollment to allow the maximum number of attendees. Once enrollment period ends, all applicants will receive via US mail and telephone of the date and time for the random public drawing. During the lottery, names of applicants will be drawn for the available spaces. Once maximum enrollment has been reached, the remaining names will continue to be drawn and placed on a waiting list.

A lottery will be held for each applicant class in order as described above: 1) siblings of current

GEA students, 2) students who reside within the boundaries of the District, 3) children of GEA staff, and 4) all other students. All students selected through the lottery will be placed on a waitlist for that category. Once all students in that category have been enrolled, the next category of students will be opened for enrollment, and so on and so forth continuing through category four until all spaces available at the school have been enrolled. This will ensure that students are selected according to the preferential categories and in order from a waitlist derived from the lottery procedure.

The procedure for the drawing itself is as follows. All student names in a preferential category are assigned a number upon submitting a lottery form. The numbers are assigned in order of submission and range from 1 to the highest number representing the last timely submission. A random number generator is used to generate numbers within the range described. The order that these numbers are generated represents the order in which students are enrolled for available spaces. Students whose numbers are generated after the enrollee limit has been reached are placed on the waiting list. As described above, when all students on the waitlist for the particular category have been enrolled and there are still available spaces, the waitlist for the next category of preferred applicants will be drawn upon to enroll students.

In the event of vacancies during the school year, students will be admitted from the waiting list in the order they were drawn. Parents/Guardians of students selected through the lottery or later promoted off the waiting list will be contacted via phone and mail by the Office Manager. Parents/guardians must respond within two weeks of the call or mailing date, whichever is later. Parents are to respond in person by coming to the school to sign a confirmation notice provided by the school. Parents may also send a letter of confirmation via registered mail.

Wait lists are maintained for the current enrollment year. Any enrollment forms received after the open application deadline shall be either:

- a) Placed on the end of the waiting list for the applicable grade in the order they are received; or
- b) If applying for enrollment in a grade that is not yet at capacity the student will be automatically enrolled; or
- c) If applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

1. The student is accepted into the Charter School as a space becomes available and enrolls in the School;
2. The parent/guardian requests in writing that the student be removed from the wait-list.
3. The academic year ends.

GEA will keep copies of all notices and announcements regarding the lottery in a separate binder. GEA will keep copies of all enrollment forms received during the open enrollment period in this application binder. The date received will be noted on all forms, and the names of parents and children will be logged on an applicant roster. When the open enrollment period ends, and if the number of applicants exceeds capacity, notice will be given to all parents/students via methods described above. Copies of letters sent to parents and a log of calls made to parents will be kept in the binder as well. Evidence of public notice of the lottery will also be placed in the binder. As parents inform the school of their intent to enroll subsequent to the lottery,

corresponding confirmation or rejection letters will be placed in the binder.

Notwithstanding the foregoing, GEA may refine lottery policies and procedures in accordance with a written policy adopted by the governing authority of the Charter School and submitted as a material revision to the District. A material revision designed to improve the school's lottery efforts shall be provided to the District within 45 calendar days of approval by the Charter School's governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

All lottery and enrolment procedures are explained at the informational meetings, upon request at the front desk, in writing in the form of announcements and bulletins, and on the school website. The Executive Director and principal shall maintain fairness in administering all admissions, lottery and wait list procedures.

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

1. Persons Responsible for Contracting with Audit Provider

An audit committee appointed by the board selects an independent auditor through a request for proposal process. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider.

2. Positions at the Charter School Responsible for Working with the Auditor

The Executive Director, Director of Operations, and the Principal work with the back office provider, currently EdTec, who in turn works with the independent auditor to supply requested information.

3. State Controller's List of Approved Auditors

To ensure that the auditor selected is approved by the State Controller and is on its published list as an educational audit provider, the director of operations shall provide said list to the Board's audit committee prior to releasing its request for proposal to the public. The request for proposal released by the committee will include the requirement that any applicant be on the published list of educational audit providers. The committee will use the list to qualify/disqualify potential candidates in the initial stages of review.

4. Process to Address and Resolve any Deficiencies, Findings, Material Weaknesses, Audit Exceptions

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 of each year.

The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies, and report them to the Charter School Board of Directors with recommendations on how to resolve them. The Board charges the Finance Committee to provide a recommendation for curing audit findings. The Finance Committee presents the recommendation to the Board for a vote. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same, with the goal being to address the finding before the following month's meeting. Any audit exceptions will be addressed at the board meeting following receipt of the initial audit report. The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

The person responsible for ensuring the completed audit is submitted shall be the Director of Operations.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling 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 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion

when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

The GEA will develop and maintain a comprehensive set of student discipline policies that will clearly describe the school's expectations for attendance, positive behavior supports, incentives, student work, mutual respect, and safety. In accordance with the mission and goals of the GEA, parents/guardians, students, and staff will periodically review student discipline policies and their implementation at the Charter School. Recommendations will be made to the Board for review. These policies and updates will be included in the school's Parent-Student Handbook. Parents/guardians will be asked to verify that they have reviewed and understand the policies prior to enrollment. The policies at GEA emphasize prevention over punishment through a school culture of caring and respect, and through clear and consistent policies. Individuals who are a part of the school community— teachers, staff, parents, and other community members— provide a context of self-awareness, considered action, and reflective response that encourages students to make meaningful choices for their own lives as well as for their communities.

Positive Behavior Support

GEA believes that the development of a school wide positive behavior support plan is key to maintaining order and discipline within the school. The positive behavior support plan, in accordance with District discipline policies, will focus on preventative measures first and then appropriate consequences when issues do arise. The following strategies will be used as part of the school's positive behavior support and discipline prevention program:

- **Rigorous/Relevant Instruction:** When students are engaged in learning that is rigorous and relevant, they will be more engaged. The more engaged a student is with learning, the fewer the behavior problems. Rigorous and relevant curriculum will be measured through the use of the Observation Protocol for Academic Literacy, a peer observation tool developed by Loyola Marymount University.
- **Cultural Awareness:** Teachers and staff will receive professional development in this area to expose them to various cultural norms that may be in contrast with those of the school. Teachers and staff will recognize that certain culturally deployed behaviors are not necessarily indications of disrespect.
- **Consistency:** Teachers and staff will provide consistent feedback to students regarding their behavior. Consistency of feedback will be utilized across time and with all students. This will allow students to develop a knowledge of school norms behaviors.
- **Positive Reinforcement:** Positive reinforcement of student behavior will take many forms. School wide, as part of the adoption of Character Counts!, students will be given blue raffle tickets when they exemplify positive traits related to the Six Pillars (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). These tickets may be used for the monthly raffle or at the student store. Names of students exemplifying these traits will also be posted in a Six Pillars chart in each classroom. Within the classroom, positive reinforcement will also occur. In-class support includes the use of points, names on the board, publishing parties, Bring Your Own Technology Days, Free Time, etc. for those students exemplifying the six traits.

Tiered Behavior Intervention

GEA will utilize a tiered system of supports to promote and encourage positive behavior. Tier I focuses primarily preventative strategies, while Tiers II and III represent progressive consequences that ensue when Tier I strategies fail.

The following chart outlines strategies aligned with each of the Tiers.

Tier I	Tier II	Tier III
<ul style="list-style-type: none"> • Development of school wide positive culture • Positive reinforcement of exemplary behaviors • Consistent feedback and messaging • Rigorous/Relevant lessons • Collaboration with families 	<ul style="list-style-type: none"> • Individualized support plans • Collaboration with families • Informal counseling • Academic support through the intervention program • Behavior contracts • Classroom management support for teachers 	<ul style="list-style-type: none"> • Alternatives to suspension • Informal counseling • Student Success Team meeting with regards to behavior • Use of outside resources/agencies • Behavior contracts • Screening for Special Education Services

Alternatives to Suspension

GEA believes that suspension is to be used as a last resort and that the student’s best interests are served if the student can remain at school in a learning environment. Alternatives to suspension that the school will employ are listed as follows:

- Restorative Justice
- Culturally Responsive Teaching
- Parent conferences
- Reflective Journaling and Letter Writing
- Behavior Contracts
- Informal Counseling
- Individualized Behavior Support Plans

Professional Development

GEA will provide professional development to certificated and classified staff so that a positive environment can be maintained. This professional development will occur during the two-week orientation that occurs before the school year starts and during selected Tuesday afternoon PDs throughout the year. Topics covered during the professional development sessions will include the following:

- Creating a Positive Environment
- Age-Level Appropriate Consequences
- Culturally Responsive Teaching
- Developing Behavior Support Plans
- The SST Process
- Classroom Management Techniques
- Creating a Constructivist Classroom

In-School Suspension

GEA believes that attendance at school and participation in the class is of utmost importance. However, in-school suspensions may be required when a student fails to respond to strategies listed above under the section *Alternatives to Suspension*.

A student who is the recipient of an in-school suspension will receive classwork from the teacher. The teacher will go over the required classwork at the beginning of the day and will provide follow-up and feedback on the work at the end of the day. The student may also be required at this time to complete a reflective journaling exercise and/or write letters of apology to the offended party. This time may also be used to facilitate interaction with a professional counselor to help the student understand the context and consequences of his/her behavior. The student will at all times be supervised by certificated personnel in an area that is conducive to study and reflection.

The maximum number of days that a student can receive an in-school suspension is two days per incident and ten total days during one academic year.

Grounds for Suspension and Expulsion

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

Suspension

DISCRETIONARY SUSPENSION OFFENSES

There are situations that may require suspension in response to student misconduct; however, suspension, including supervised suspension (such as in-school suspension), will be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct. Prior to issuing a student suspension, school administrators will implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.

Whenever possible, the School will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment, an act of hate violence, or threats and intimidation against Charter School personnel or pupils.

Furthermore, to protect the rights of students and ensure that students are not inappropriately disciplined, GEA will adhere to California Education Code 48900 through 48900.7, which states that a pupil shall not be suspended from school or recommended for expulsion, unless the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (applicable to first offense only).
- (c) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (Deleted per request.)
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or

other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).

48900.7 Made terroristic threats against school officials, school property, or both. Also to be included are inappropriate acts related to electronic communications as outlined in AB 1732.

A pupil may not be suspended for any of the aforementioned acts, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Executive Director or Principal or occurring within any other school district.

As used in this section, Charter School property' includes, but is not limited to, electronic files and databases. The Principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section. It is important to note that the list above includes acts that can be categorized according to severity. Each category and required response is described below.

NON-DISCRETIONARY SUSPENSION OFFENSES

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Expulsion

MANDATORY EXPELLABLE OFFENSES WITH NO PRINCIPAL DISCRETION

According to California law, the principal must recommend expulsion, not suspension, when a student commits one of the following on campus or at a school-sponsored event off campus:

1. Possessing, selling or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance as defined by Health and Safety Code 11053, et seq
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive device

OFFENSES SUBJECT TO LIMITED PRINCIPAL DISCRETION

The principal shall recommend student expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstances:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of a knife or other dangerous object of no reasonable use to the pupil
3. Unlawful possession of any controlled substance (as defined by Health and Safety Code 11053, et seq.), except for the first offence for possession of not more than one ounce of marijuana.

4. Robbery or extortion.
5. Assault or battery upon any school employee that causes physical injury, or reasonable fear of actual physical injury.

OFFENSES SUBJECT TO BROAD PRINCIPAL DISCRETION

The principal has maximum discretion to recommend or not recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; and during, or while going to or coming from, a school-sponsored activity. If expulsion is not recommended, the principal may recommend suspension.

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
5. Caused or attempted to cause damage to school or private property.
6. Stole or attempted to steal school property or private property.
7. Possessed or used tobacco or any tobacco products.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
10. Knowingly received stolen school or private property.
11. Possessed an imitation firearm. —Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.
12. Harassed, threatened, or intimidated a pupil who is complaining witness or witness in a school disciplinary proceeding.
13. Committed sexual harassment (applicable to grades 4 through 12 only).
14. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
15. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
16. Made terroristic threats against school officials or school property, or both.
17. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Furthermore, EC 48915 provides in part:

(A) Upon recommendation by the principal, or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

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

(B) Upon recommendation by the principal, or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Out-of-School Suspension Procedures

Authorized Positions to Suspend

The principal, assistant principal, or their designee are authorized to suspend a student. Suspensions shall be initiated according to the procedures outlined in the following paragraphs.

Adequate Notice to Parents

At the time of the suspension, the Principal or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. The parent/guardian shall also be notified in writing of the suspension and the date and time of return following suspension. This notice shall also state the specific offense committed by the student and the process of appeal. The parent will be given two days in which to respond to the notice of suspension and the opportunity to attend an informal conference.

Conference

During the conference, the student, principal, and parents will have the opportunity to discuss the offense. Unless the principal determines that the presence of the suspended student constitutes a clear and present danger to the lives, safety or health of students or school personnel, an informal conference must be held. The conference should take place before the suspension is imposed, if possible. However, if a pre-suspension conference is not possible, suspension may be imposed without a conference. The student is required to return to school at the conclusion of the suspension, even if the parent has failed to attend the conference.

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

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

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

Appeal

A student/parent may appeal a suspension to the Executive Director within three school days following the suspension. The student/parent shall submit a letter to the Executive Director, which shall state the name of the student, the offense, and why the suspension should not take place. The Executive Director shall make a determination on the appeal within two school days following receipt of the appeal. The decision of the Executive Director is final. During the appeal, the student shall have access to his/her educational program as normal.

1. Days a Student May Be Suspended

For any general education student, the length of any single student suspension may not exceed 5 consecutive school days. The combined length of all suspensions may not exceed a period of 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30.

For any student with an IEP, the length of any single student suspension may not exceed 5 consecutive days. The combined length of all suspensions may not exceed a period 10 days in any school year unless the students is transferred to another school or program for adjustments purposes, in which case the number of days of suspension may be increased by 10 making the total number of suspension days from school in any school year 20.

2. Meaningful Access to Education

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The teachers of the student will provide the parent with a listing of all classroom and homework assignments and a brief explanation thereof. The parent may return all assignments to the teachers for grading. If there is a test that will be missed, the teacher at his/her discretion will offer a make-up test upon the student's return. The parent will acknowledge receipt in writing of all homework and class assignments and any other relevant texts and/or materials that the student will be using at home. If the student or parent has questions regarding the assignments, the teacher will provide phone assistance to the student, not to exceed normal working hours of the teacher, and not to interfere

with instruction time.

3. Pending the Outcome of an Expulsion Process

GEA may extend the student suspension beyond five consecutive days in instances where the student is being recommended for expulsion. This recommendation, made by the principal subsequent to a meeting with the student and parent, can only occur during the initial 5-day suspension if the presence of the student at school would cause a danger to persons or property, or a threat of disrupting the instructional process. The maximum time for an extended suspension is until the Board takes final action on the expulsion recommendation.

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The teachers of the student will provide the parent with a listing of all classroom and homework assignments and a brief explanation thereof. The parent may return all assignments to the teachers for grading. If there is a test that will be missed, the teacher at his/her discretion will offer a make-up test upon the student's return. The parent will acknowledge receipt in writing of all homework and class assignments and any other relevant texts and/or materials that the student will be using at home. If the student or parent has questions regarding the assignments, the teacher will provide phone assistance to the student, not to exceed normal working hours of the teacher, and not to interfere with instruction time.

Expulsion Procedures

Authority to Expel

A student may be expelled either by the Administrative Panel following a hearing before it or by the Board upon hearing an appeal of an Administrative Panel decision, which panel is to be assigned by the Board as needed.

Recommendations for Expulsion

Student will be recommended for expulsion if the school principal finds that in addition to the expellable offense, the following findings may also be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
3. Due to the nature of the violation, state law stipulates mandatory expulsion

Expulsion Hearing

Students recommended for expulsion have an expulsion hearing. The hearing will be held within 30 days after the principal determines that the student committed an act subject to expulsion has occurred. The hearing will be presided over by an administrative hearing panel appointed by the Board. The panel thus appointed will consist of three certificated public school employees not

employed by GEA.

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

1. The date and place of the hearing;
2. A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based;
3. A copy of the Global Education Academy's disciplinary rules which relate to the alleged violation; and
4. The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
5. The opportunity for student or student's parent/guardian to hire and be represented by an attorney or non-attorney advocate at the hearing, to cross-examine witnesses and to inspect and question evidentiary documents, and to present evidence on behalf of the student.
6. A description of how the recommendation for the expulsion hearing was reached.
7. Description of rights of parents to have reasonable accommodations and language support.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 only by the School or Panel Chair. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel facilitating the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School Principal must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising its discretion to remove a person from the hearing whom it believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

At the hearing, all panel members and others present will be introduced by the panel chair. The panel chair will invite the principal to recite evidence and rationale leading to the recommendation for expulsion.

The principal will also be able to present witnesses to corroborate written statements and other

evidentiary pieces after which parents and/or designated representatives will have the opportunity to cross-examine. After the presentation by the principal, the parent and/or parent representative, which may include legal counsel, will have the opportunity to present witnesses and evidence. The principal will also have the opportunity to cross-examine these witnesses. During the process of presenting evidence by the principal and parent/representative, any member of the panel may ask questions. At the conclusion of case presentations, if there are no more questions from the panel, the panel will hold a closed session to discuss the evidence and come to a recommendation.

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

Written Notice to Expel

If the panel recommends expulsion, a letter stating such with an explanation of the rationale shall be sent to the GEA Board. This letter will be sent via registered mail within 5 days of the panel meeting and will include a summary of evidence, conclusions based on the evidence, recommendation for or denial of the expulsion request.

The Board will hold a special board meeting within 20 days of receipt of the letter at which time the board will issue or deny an expulsion order. In issuing or denying the expulsion order, the board will consider the evidence, rationale, and recommendations of the panel as expressed in the letter.

The rules for announcing and conducting this special meeting will follow protocol established by the Brown Act. Because of the confidential nature of such a special meeting, it will be held in closed session. A record of the hearing will be made in accordance with the Brown Act concerning treatment of confidential information.

If the board rules in favor of expulsion, expulsion is immediate, and the parents will be notified in person or via phone and written notice. Written notice will be sent by the principal via registered mail within 10 school days to the parent/guardian of any student who is to be expelled. This notice will include the following:

1. The specific offense(s) committed by the student
2. The effective date of the expulsion order
3. 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 the Global Education Academy 3.
4. The basis upon which the hearing panel made the determination regarding expulsion.
5. Reinstatement eligibility review date.
6. A copy of the rehabilitation plan.
7. The type of educational placement during the period of expulsion.
8. Notice of appeal rights/procedures.

The principal or designee shall send a copy of the written notice of the decision to expel to the District and the county. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Expulsion Appeal

The decision of the Administrative Panel shall be in the form of written findings of fact and will serve as a determination of expulsion. A student appeal to the Board in writing shall be made within ten school days following the conclusion of the hearing. The board shall make a determination on the appeal within ten school days following receipt of the appeal. The decision of the Board is final.

If the Administrative Panel has decided not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Disciplinary Records

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

Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the school for readmission.

Thus, the rehabilitation plan shall include at minimum:

- Date when student may reapply for admission
- Description of student offense for which expulsion was recommended
- Description of social/emotion and academic needs of student
- Goals related to student progress in social/emotional and academic areas
- Description of related benchmarks and/or objectives
- Supports Charter School will offer during expulsion period
- Persons/entities responsible for providing supports
- Description of and timelines for progress monitoring
- Persons responsible for monitoring progress of student

Expelled Students/Alternative Education

The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

Expelled students shall have the right of return after one calendar year of expulsion or upon the date given in the rehabilitation plan, whichever is sooner, providing space is available. If space is not available at Charter School, student will be placed on wait list. Readmission is made pending review of progress made on rehabilitation plan. If the goals have not been met as established in the rehabilitation plan, the Board will produce a description of the following:

- Progress made during the expulsion period
- Areas of continued student need
- Academic and social/emotional supports school will continue to offer after readmission
- Persons/entities responsible for providing supports
- Progress monitoring plan during the course of enrollment

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

Certificated Staff Members

GEA certificated teaching and certificated administrative staff will participate in the State Teachers Retirement System (STRS). GEA will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Employees will accumulate service credit years in the same manner as all other members of STRS. The School will pay into CalSTRS – administered by LACOE, Division of School finance. The school plans to work with Hess and Associates for reporting the payroll transactions for our CalSTRS employees.

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) (i.e. CalSTRS), upon dissolution or final liquidation of Charter School, 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.

As Charter School participates in CalSTRS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code.

The staff member responsible for the on- site fiscal management (currently the Director of Operations) will be responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made for certificated staff members.

Classified Staff Members

All other full time staff including non-certificated administrative and support staff will participate voluntarily in a 403 (b) plan (or similar plan) and the federal social security system.

The person responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made is the Director of Operations and the back office provider.

Other Staff Members

All staff positions are covered under 1 and 2 above.

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' Retirements System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security

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.

Description of the Procedure

GEA will inform parents/students of their right to choose to attend other public schools in their district of residence or pursue inter-district transfers using the following notification methods:

- Through marketing literature given to parents before submitting interest and lottery forms
- Verbally and in writing at the time of enrollment
- Through postings on the school website
- At informational and orientation meetings

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Director/Principal
Global Education Academy

4141 S. Figueroa St.
Los Angeles, CA 90037

[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Address for Written Notifications

Charter School specific address for written notifications to the school pursuant to the procedures set forth in the District Required Language for this element:

Global Education Academy
c/o Principal
4141 S. Figueroa St.
Los Angeles, CA 90037

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and

grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Position(s) to Serve as GEA's Closure Agent(s)

The Executive Director, the Director of Operations, and the charter school principal will act as Global Education Academy's closure agents.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the

operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Global Education Academy (also referred to herein as "GEA" and "Charter School") shall:

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

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new

MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

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

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California

to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to

the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also

ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A

description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, per applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

- 4) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered,

upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Director/Principal
Charter School
[See Element 14]

- 5) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 6) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 7) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein

shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and

grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

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

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

Disposition of Liabilities and Assets

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

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

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited

to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter

School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities

and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires

that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year

implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)