LAUSD BOARD APPROVED

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TERM: 2021-2026

Girls Athletic Leadership School Los Angeles Charter School Renewal Petition

Submitted To: Los Angeles Unified School District
Charter Schools Office 20th Floor
Los Angeles, CA 90017
Submitted on: Tuesday, September 1, 2020

For school years July 1, 2021 – June 30, 2026

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Assurances, Affirmation, Declaration

The Girls Athletic Leadership School Los Angeles (also referred to herein as "GALS" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(5)(A)(iii).)

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

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.

WASC Accreditation

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

English Learners

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an

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

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

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

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

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

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

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

<u>Students with Disabilities</u>

<u>Federal Law Compliance</u>

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

Special Education Program

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

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

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

1. General Information

GENERAL INFORMATION	
· The contact person for Charter School is:	*Carrie Wagner, Executive Director*
· The contact address for Charter School is:	*8015 Van Nuys Blvd., Panorama City, CA 91402*
· The contact phone number for Charter School is:	*818.389.1184*
· The proposed address or target community of Charter School is:	*8015 Van Nuys Blvd Panorama City, CA 91402*
· This location is in LAUSD Board District:	*District 6*
· This location is in LAUSD Educational Service Center:	*Northeast*
· The grade configuration of Charter School is:	*6-8*
· The number of students in the first year will be:	*290*

· The grade level(s) of the students in the first year will be:	*6-8*
· Charter School's scheduled first day of instruction in 2021-2022	*August 24, 2021*
· The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	*330*
· The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	*Traditional, Single Track*
· The bell schedule for Charter School will be:	*8:30 am -3:30 pm*
· The term of this charter shall be from:	*July 1, 2021 to June 30, 2026*

2. Community Need for Charter School

The Girls Athletic Leadership School Los Angeles provides a small-school learning environment predicated on best practices in gender-based and active learning for middle grade girls in the Panorama City/Van Nuys area of Los Angeles. We specifically chose this area based on the racial/ethnic background of residents, the achievement gap present when comparing the surrounding schools (see below) and the lower quantity of charter schools in the area compared to other areas in Los Angeles. Also, in this area and in the San Fernando Valley, GALS is the only public school option for girls. Every girl deserves this valuable option regardless of her socio-economic status. GALS is an additional choice for parents/guardians of girls. The school provides an innovative and necessary educational option that engages health and wellness as a key-contributing factor in optimizing academic achievement and self-development.

GALS is committed to educating a diverse group of young women with a wide range of backgrounds, skills, and interests through the implementation of the active learning and gender-based learning model described in this proposal. GALS provides a rigorous, college-preparatory curriculum that promotes depth and breadth of experience and knowledge through real-world, project-based learning. In addition, GALS takes a holistic stance to

development that recognizes the deep connection between a healthy mind and a healthy body. Scientific evidence demonstrates that movement and moderate exercise enhance cognition.[1,2] The integration of a health and wellness curriculum addressing the physical, emotional, and psychosocial needs of female adolescent development, GALS balances the goal of building strong minds and bodies with the opportunity for students to garner the skill set to emerge as leaders of their own lives.

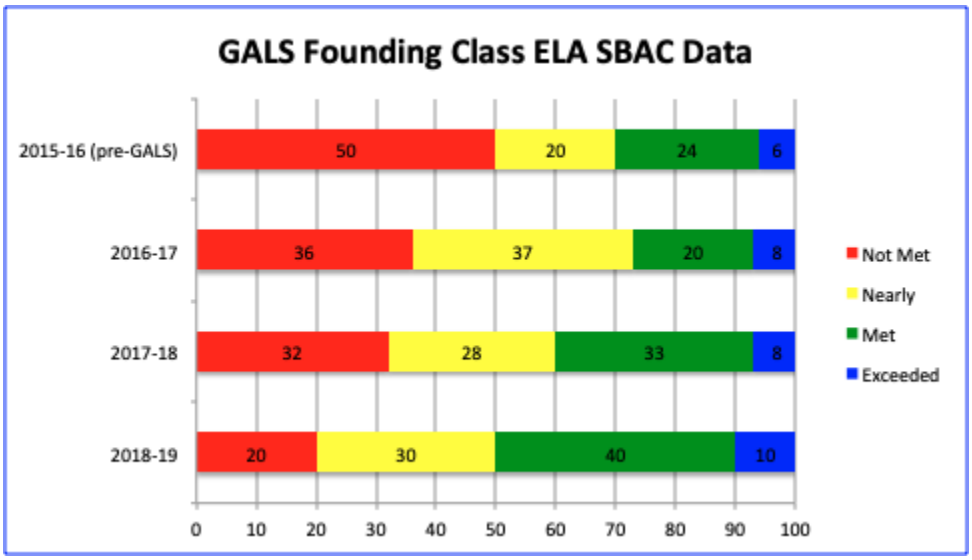
We are proud of all we have accomplished in our first four years, including the following:

Demographics

GALS serves middle grades (6-8) in an all-girls environment. Per CALPADS, in the 2019-20 school year, GALS served 255 students, who were 88% low income, 15% were special education students and 19% English Learners. In terms of ethnicity, 95% are girls of color, with 89% being Latina.

Academic Achievement

- When you look at our first graduating cohort, you can see significant growth in ELA.



- Per SBAC, ELA scores grew from 30% at or exceeding grade level in 5th grade (the year before they arrived at GALS) to 50% at or exceeding grade level when they graduated in 8th grade. Also, the number of students who were not meeting grade level decreased significantly from 50% in 5th grade to 20% in 8th grade.

- Per CDE and the data set provided by LAUSD Data and Accountability, the chart below demonstrates that GALS has exceeded the Resident School Median ("RSM") in

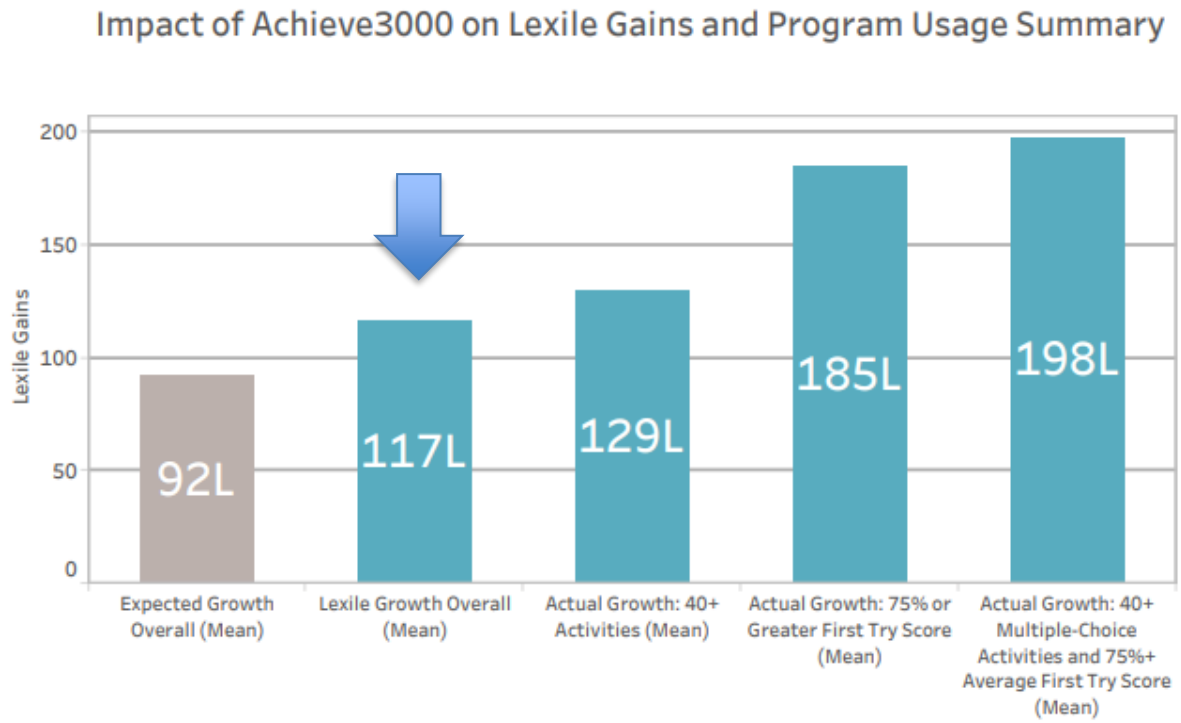
[1] Herting MM, Chu X. Exercise, cognition, and the adolescent brain. Birth Defects Res. 2017 Dec 1;109(20):1672-1679. doi: 10.1002/bdr2.1178. PMID: 29251839; PMCID: PMC5973814.
[2] Mandolesi, Laura et al. "Effects of Physical Exercise on Cognitive Functioning and Wellbeing: Biological and Psychological Benefits." *Frontiers in psychology* vol. 9 509. 27 Apr. 2018, doi:10.3389/fpsyg.2018.00509

ELA for three consecutive years, all years of operation. Renewal is in the best interest of pupils because if they did not attend GALS, they would only have access to their resident schools, and these school are performing lower than GALS.

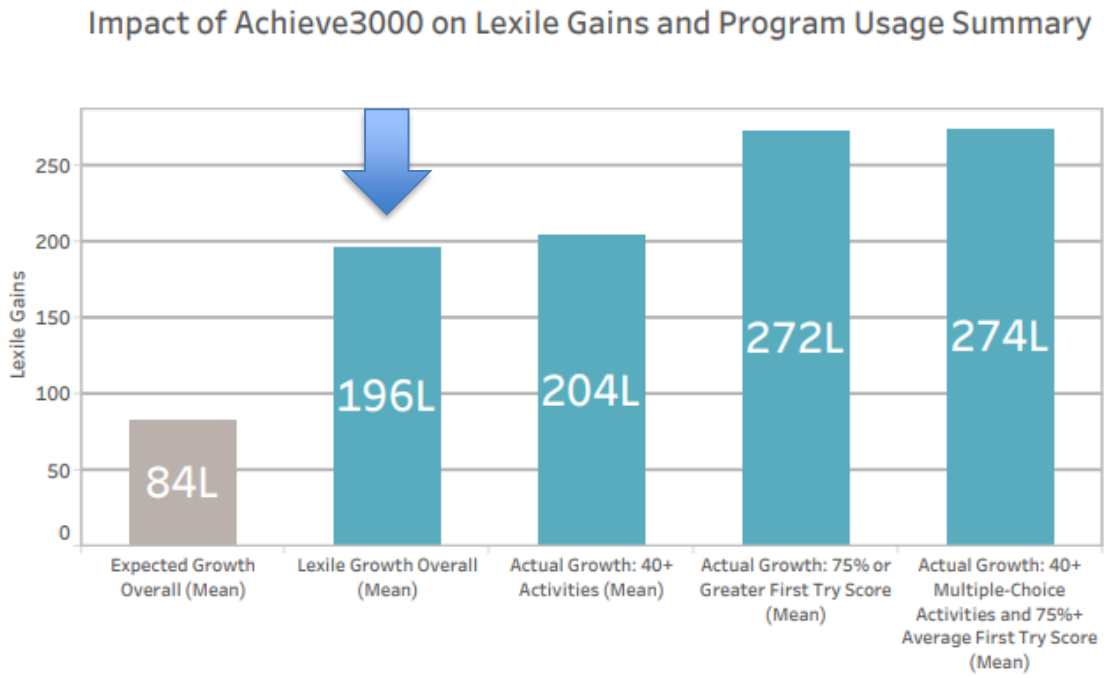
SBAC ELA Percent Met and Exceeded Comparison			
	2016-2017	**2017-2018**	**2018-2019**
GALS	30.21%	35.05%	38.54%
RSM	21.01%	22.89%	28.42%

- We do not have test scores from 2019-20 but know that we were tracking even better in 2019-20. We use Achieve 3000 to assess the reading lexile levels (L) of our students. You can see from the following charts that we grew from an Overall Lexile Growth of 117L in 2018-19 to 196L in 2019-20!

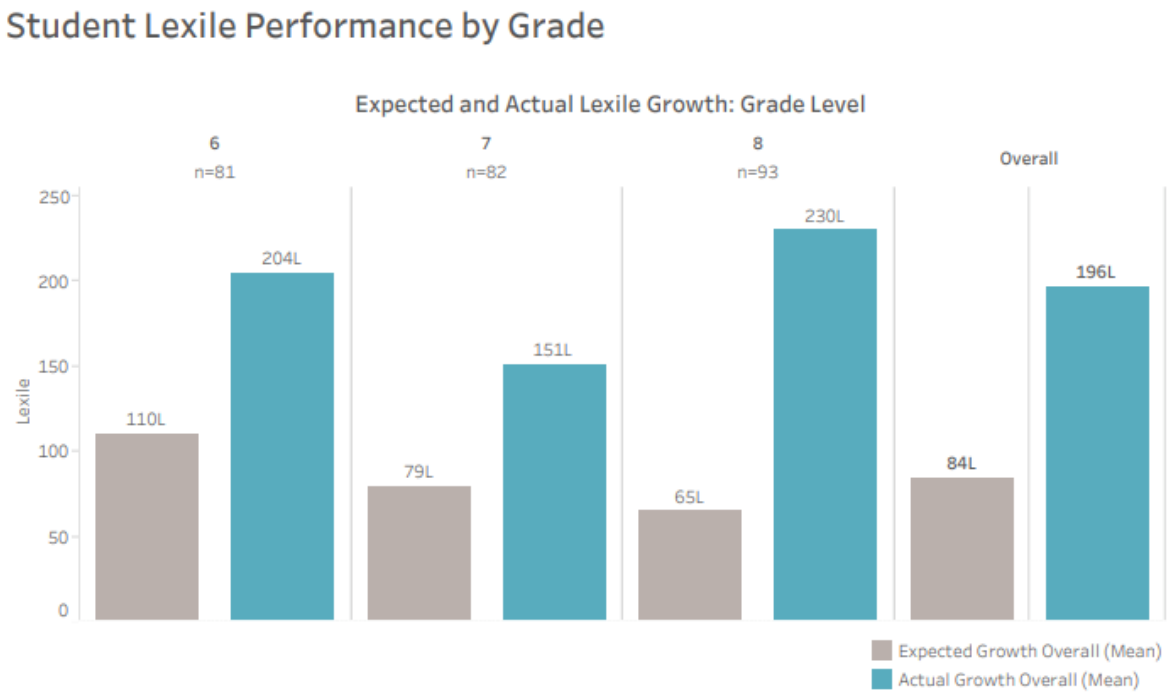
2018-19



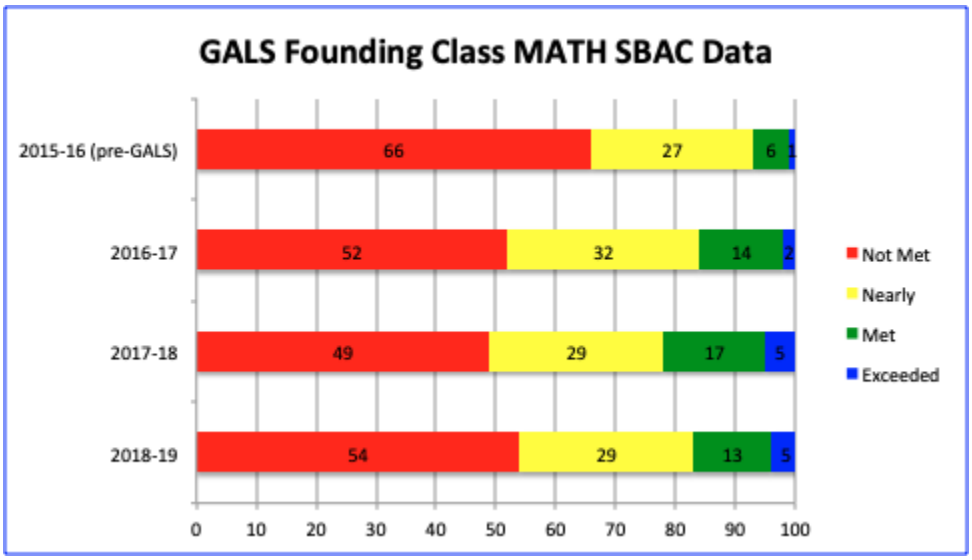
2019-20



In the following chart, you can see that we have exceeded expected growth for all 3 grade levels. Our graduating 8th grade class grew by 230 Lexile points in 2019-20 which was 3.5x more than expected growth.



- Overall, our progress in math is not as strong. In our founding year, per SBAC results, our students still showed growth as they were at 7% at or exceeding grade level in 5th grade (the year before they arrived at GALS) and ended at 18.75% at or exceeding grade level when they graduated in 8th grade. Two reasons for a lower growth rate in math was that this cohort had an increase in new students in the spring of 2018 and fall of 2019. Students from the first graduating class who were not at GALS for two consecutive years have a lower scale score average than students who attended GALS for two consecutive years. We also had turnover in the teaching position. For the 2018-2019 school year, the schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th Grade on the SBAC in Math is at a rate higher than the RSM. However, our school-wide average for Met and Exceeded Standards in Math dropped from 27.6% to 19.56%. The main reason for the decline between the 2017-2018 and 2018-2019 school year is that the teacher required more professional development with middle school math and English Learners. Though the teacher was experienced in high school math instruction, she had not served EL students or participated in EL professional development prior to joining GALS. The Principal reviewed the math data with the teacher and outlined an action plan. The 7th grade math teacher engaged in summer professional development to make improvements for this school year, 2019-2020. Additional coaching and support, including demo lessons were provided throughout the year. In the upcoming school year, GALS teachers will participate in a research-based English Learner professional development series.



- Per CDE and the data set provided by LAUSD Data and Accountability, the chart below demonstrates that GALS has exceeded the Resident School Median in Math for three consecutive years, all years of operation. Renewal is in the best interest of

pupils because if they did not attend GALS, they would only have certain access to their resident schools, and these school are performing lower than GALS.

SBAC Math Percent Met and Exceeded Comparison			
	2016-2017	**2017-2018**	**2018-2019**
GALS	18.75%	27.60%	19.56%
RSM	13.05%	14.14%	15.83%

- The following chart shows GALS in comparison to the surrounding schools. GALS' performance has exceeded the LAUSD surrounding schools.

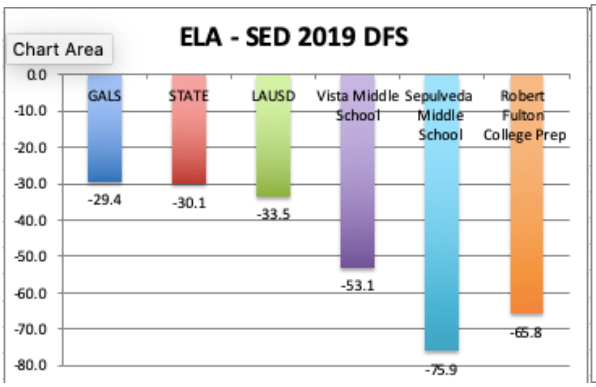
Surrounding Schools Demographic and Performance Data											
Address: 8015 Van Nuys Blvd., Panorama City, CA 91402											
LAUSD Schools	# of Students 2019	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Latino	% Black	% Asian	2019 % Met or Exceeded ELA	2019 % Nearly Met ELA	2019 % Met or Exceeded MATH	2019 % Nearly Met MATH
Vista MS (6-8)	1,214	98	15	27	93	1	1	29	28	20	27
Sepulveda MS (6-8)	1,197	93	15	23	87	3	3	23	24	16	19
Fulton College Prep (6-12)	1,366	97	10	25	87	2	2	29	24	11	19
Charter Schools											
GALS (6-8)	**255**	**88**	**15**	**19**	**89**	**2**	**1**	**38**	**33**	**20**	**34**
High Tech LA Middle School (6-8)	141	52	16	11	33	9	1	48	20	27	26
Valor Academy Charter School (5-8)	504	92	13	27	91	1	0	40	25	36	25
Sources: http://dq.cde.ca.gov/dataquest and https://caaspp-elpac.cde.ca.gov/caaspp/.											

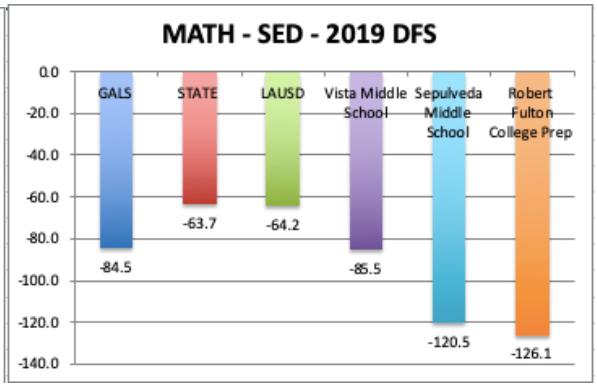
<u>Subgroup Data</u>

GALS has four numerically significant subgroups: Free or Reduced Price Lunch (FRPL); English Learners; Hispanic/Latina and Special Education. The term "Distance from

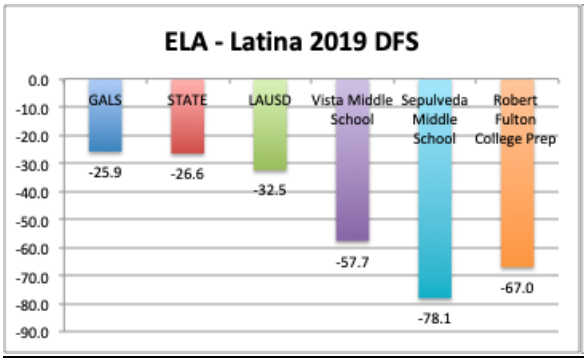
Standard" ("DFS") measures how far, on average, students are from the lowest possible score for the Standard Met scoring group on the CAASPP. The Smarter Balanced Consortium has identified Standard Met as "demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level."

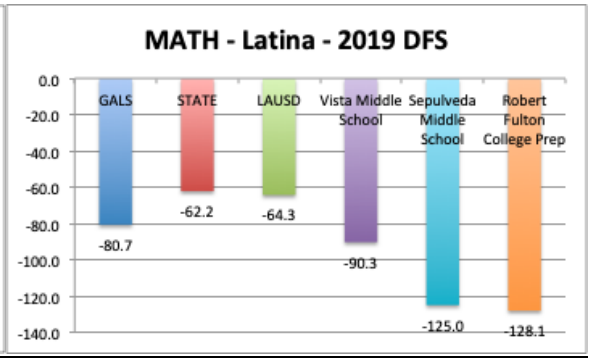
For the FRPL sub-group, per SBAC results, GALS students outperformed its peers at the Resident schools, District-wide and the State-wide in ELA. GALS outperformed its peers at the Resident schools in Math.



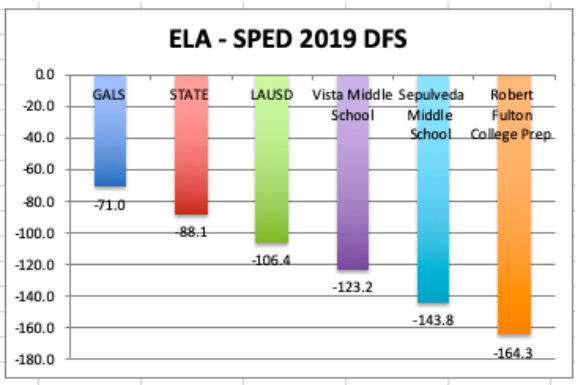


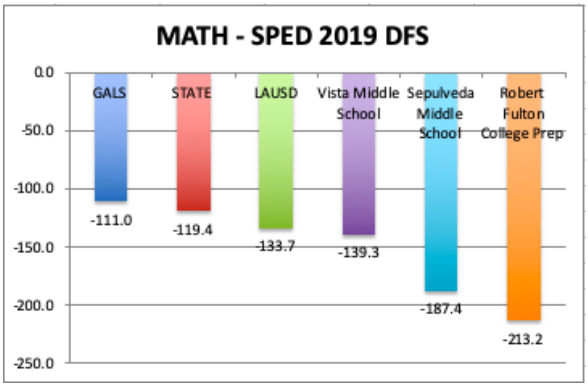
For the Latina sub-group, per SBAC results, GALS students outperformed its peers at the Resident Schools, District-wide and State-wide in ELA. GALS outperformed its peers at the Resident schools in Math.



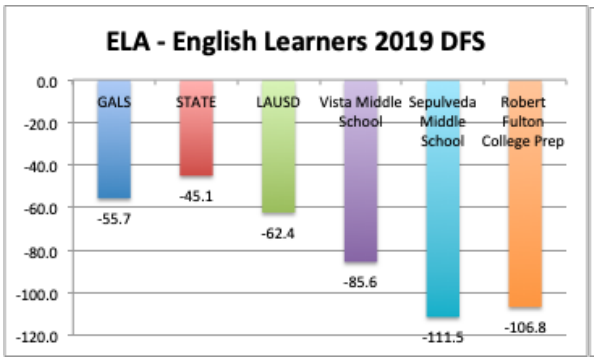


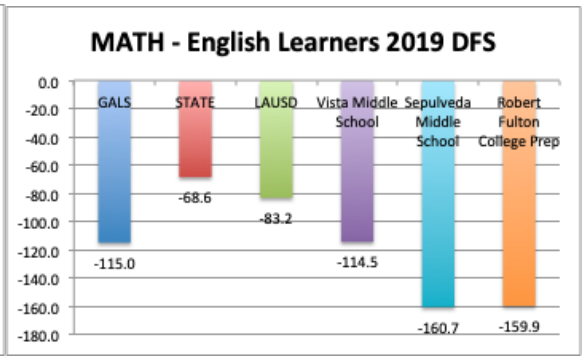
For the Special Education sub-group, per SBAC results, GALS students outperformed its peers at the Residents Schools, District-wide and Statewide in ELA and Math.





For the English Learners sub-group, per SBAC results, GALS students outperformed its peers at the Resident Schools and District-wide in ELA.





<u>English Learners</u>

- Per the California Dashboard, 54.9% of English Learners at GALS are making progress towards English language proficiency. This is considered 'High' on the California Dashboard.
- The GALS' EL reclassification was 28.9%, which compares favorably with the resident schools' average rate of 25%.

<u>Positive and Supportive Climate</u>

The following statistics highlight the positive and supportive climate at GALS:

- 96.5% Cumulative Attendance Rate (per P3 - Annual Attendance Reports)
- 0% Suspension Rates (State Indicator) for the last three school years. (One student was suspended in our first year of operation.) (per California Dashboard)
- 0% Expulsion Rate for the last four years (per LAUSD's monthly Suspension and Expulsion Reports)
- The Chronic Absenteeism rate (State Indicator) was 8.7% in 2018-19 and 6.8% in 2017-18. This is better than the Chronic Absenteeism rate of the State and LAUSD. The State's rate was 10.1% in 2018-19 and 9% in 2017-18. LAUSD's rate was 18.2% in 2018-19 and 10.2% in 2017-18. (per California Dashboard)

Social Emotional Learning – Local Indicator

Per a survey created by the University of Colorado, Denver, results from the annual social-emotional learning ("SEL") survey demonstrate that girls see themselves in a supportive environment. Students report that teachers like them regardless of how well or how poorly they perform in school. Additionally, they report that adults care if they do well. Students are optimistic about their future:

- 85% think they are smart,
- 95% think hard work translates into good grades,
- 70% agree that morning movement at GALS improves their ability to focus and learn,
- 93% believe they are a good science student
- 98% believe they will graduate from high school, and
- 96% believe they will go to college.[3]

Finally, what you can't see in the numbers is that our students know who they are and are great leaders who work well with others. Our founding class members are now freshmen in high school. We have one alumna who is the co-chair of the neighborhood youth council, another who is the captain of the soccer team and two who made it onto the varsity cheer team of their high schools. We have graduated two classes thus far. In our founding class, our salutatorian, an A Better Change scholar, is thriving at Louisville High School. In this year's graduating class, our valedictorian is matriculating to the Marlborough School. They are both continuing their education at elite all-girls private high schools. Alumnae have come back and said how they have no problem making friends because they understand people. One of our students was asked to a dance by five classmates and when her mother asked how that happened, she responded that she was able to talk in a normal way to them. It will be exciting to see the leadership opportunities that our students continue to step into in high school, and college and beyond.

LAUSD Oversight Visits

GALS has received positive Annual Oversight Visit reports from LAUSD's Charter Schools Division ("CSD"). In our most recent Oversight Visit Report, related to a visit that took place on February 5th, 2020, we received the following ratings:

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	3	3	4

[3] GALS Self-efficacy survey administered by the University of Colorado, Denver July 2018

GOVERNANCE:
Areas of Demonstrated Strength and/or Progress per the Oversight Report

- The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s)
- The Governing Board complies with all material provisions of the Brown Act
- The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE
Areas of Demonstrated Strength and/or Progress per the Oversight Report:

- The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (RSM). Per CDE and data set provided by LAUSD Data and Accountability, 38.54% of students Met and Exceeded Standards on the SBAC in ELA, compared to the RSM at 28.42%
- The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the RSM. Per CDE and data set provided by LAUSD Data and Accountability, 19.56% of students Met and Exceeded Standards on the SBAC in ELA, compared to the RSM at 15.83%
- The school reclassifies English Learners at a rate higher than the Resident Schools Median. Per CDE 2018-2019 reclassification report, GALS reclassified 28.9% of English Learners, compared to the RSM at 25.1%.
- The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median.

ORGANIZATIONAL MANAGEMENT, PROGRAMS AND OPERATIONS
Areas of Demonstrated Strength and/or Progress Per the Oversight Report:

- The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.
- The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CCSS and NGSS.
- School is WASC accredited through June 2022
- The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.
- The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree

- The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.
- The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns

FISCAL OPERATIONS
GALS's fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. 2016-2017 was the school's first year of operation. According to the 2018-2019 independent audit report, the school had positive net assets of $518,148 and net income of $55,892.

GALS Movement Program
The health and wellness program at GALS addresses the State's interest in achieving gender equality in athletics and provides direct benefits for low-income girls and girls of color.

GALS' Athletic Program Promotes the State's Interest in Achieving Gender Equality in Athletics and Provide Direct Benefits for Low-Income Girls and Girls of Color

The California State Legislature recognizes the State's compelling interest in achieving gender equality in K-12 athletics and the need to achieve greater equality for girls of color and low-income girls who have not yet realized the same benefits as Caucasian girls according to current statistical data. This is demonstrated by the recent passage of California Senate Bill 1349 (2014) ("SB 1349") as well as a recent informational hearing of the Senate Committee on the Judiciary.

In passing SB 1349, the California State Legislature found and declared that Title IX has not managed to extend the social and health benefits of sports to all girls equally. On August 22, 2014, the Governor signed California SB 1349 into law. Based on legislative findings showing the gender gap in female participation in athletics, SB 1349 requires public schools to report information including "[t]he number of pupils enrolled at the school who participate in competitive athletics, classified by gender." (2014 Cal ALS 248 (SB 1349).) According to the author of SB 1349, "***Girls, particularly girls of color, receive far fewer opportunities to play sports than boys, as well as inferior treatment in areas such as equipment, facilities, coaching, and publicity*.** Although data on gender equity in athletics is not as readily available at the elementary and high school level as it is at the college level, *the available information indicates that discrimination against girls and young women in athletics is every bit as much of a problem in elementary and secondary schools as it is in colleges*. SB 1349 begins shining the light on opportunities, or lack thereof, for girls to participate in grade and high school athletics." (Assembly Floor Analysis, SB 1349 (July 2, 2014), available at http://leginfo.legislature.ca.gov/faces/billHistoryClient.xhtml.)

In addition, the Legal Aid Society-Employment Law Center supported SB 1349 because "participating in sports has a profound and lasting positive effect on the future of

girls. Studies show that high school girls involved in team sports are significantly more likely to graduate from high school and are more likely to be successful in the workplace. ***This is especially true for low-income girls and girls of color***." (Id.)

Then, in passing SB 1349, the California State Legislature specifically found and declared the following (2014 Cal ALS 258; 2014 Cal SB 1349; 2014 Cal Stats. ch. 258):

> (a) Female pupils receive substantial benefits from participating in athletics, including physical benefits, psychological and emotional health benefits, learning responsible social behavior, and achieving greater academic success. The achievements of women in athletics is demonstrated by their performances in the Olympic Games, women's professional sports leagues, and other national and international women's sporting events that receive public attention.

* * *

> (c) Between 1972 and 2011, the number of girls competing in high school sports jumped from under 295,000 to nearly 3,200,000. But the level of opportunity for girls still has not reached the level of opportunity for boys that existed when Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964 was enacted.

* * *

> (f) Unfortunately, Title IX has not managed to extend the social and health benefits of sports to all girls equally. In 2008, a national survey of pupils in grades 3 to 12, inclusive, by the Women's Sports Foundation found that ***75 percent of Caucasian girls play sports, compared to less than two-thirds of African American and Hispanic girls, and about one-half of Asian girls***. And, ***while boys from immigrant families are well represented in youth sports, less than one-half of the girls from those families are playing sports***.
>
> (g) ***The gender gap is also worse in urban schools and among kids from low-income families***. These disparities in youth sports persist at the collegiate level. ***African American women are underrepresented in all sports except for Division I basketball and track and field, and Latinas make up just 4 percent of the female athletes in the NCAA***.

On January 20, 2015, the Senate Judiciary Committee held an informational hearing entitled, "Attaining Equal Opportunities for Girls in California's Secondary Schools: How our Schools are Complying with Title IX." The report prepared for the hearing recognized that California law is aligned with Title IX, which has been described as "a dynamic statute, not a static one. It envisions continuing progress toward the goal of equal opportunity for all

athletes." (P. 7 of the report, infra, quoting *Neal v. Board of Trustees of the California State Universities* (9th Cir. 1999) 198 F.3d 763, 769.) Further, the following excerpt from the report prepared for the hearing demonstrates the Senate Judiciary Committee's interest in promoting gender equality in athletics for the benefit of minority females specifically:

> "According to the National Women's Law Center (NWLC), more than 40 years since Title IX was passed, girls' opportunities are still not at the level boys' opportunities were in 1972; schools still provide 1.3 million fewer chances for girls to play sports in high school. ***Moreover, girls of color, in particular, NWLC reports, play sports at far lower rates than Caucasian girls with only 64% of African-American and Hispanic girls and 53% of Asian girls playing sports in comparison to 76% of Caucasian girls***. (NWLC Fact Sheet, Title IX 40 Years and Counting, (June 2012), p. 1.)
>
> * * *
>
> Citing several reports, the NWLC asserts that competitive athletics promotes greater academic and employment success, increased personal skills, and a multitude of health benefits. Not only does the availability of athletic scholarships dramatically increase a woman's ability to pursue a college education and choose from a wider range of colleges, ***but minority female athletes also perform better academically than their nonathletic peers***. (NWLC, The Battle for Gender Equity in Athletics in Colleges and Universities, (August 2011) p. 2, internal citations omitted.) It is reported that ***in particular, black female athletes are 15% more likely to graduate from college and Hispanic female athletes are more likely to graduate from high school and attend college***. (Id., internal citations omitted.) In general, NWLC writes, "[y]oung women who play sports are more likely to graduate from high school, have higher grades, and score higher on standardized tests than non-athletes. They are also more likely to do well in science classes than their classmates who do not play sports." (NWLC Fact Sheet, Title IX 40 Years and Counting, (June 2012), p. 3.)
>
> With respect to health issues, it is asserted that, "[p]laying sports decreases a young woman's chances of developing heart disease, osteoporosis and breast cancer. Research shows that girls who had an opportunity to play sports because of Title IX had a [seven] percent lower risk of obesity 20 to 25 years later . . . . Female athletes have higher levels of self-esteem, a lower incidence of depression, and a more positive body image compared to non-athletes. Female students are also less likely to smoke or use drugs and have lower rates of both sexual activity and pregnancy than non-athletes." (Id.)
>
> Finally, with respect to employment, the NWLC notes a 2010 National Bureau of Economic Research study which concluded that an increase in female sports participation leads to an increase in women's labor force participation down

> the road and greater female participation in previously male-dominated occupations— particularly high-skill, high-wage jobs. (Id.) Additionally, NWLC reports that four out of five executive business women played sports growing up –the vast majority of which attribute lessons they learned on the playing field as having contributed to their success in business. (Id.)"[4]

GALS' athletic program provides direct benefits to minority and low-income females.

As described in this petition, by locating in the Panorama City/Van Nuys area of Los Angeles, GALS recruits and serves low-income female students of color. Through GALS' athletics program, these girls will have an opportunity to realize the substantial benefits of participating in athletics that are specifically recognized by the Legislature, including physical, psychological and emotional health benefits, learning responsible social behavior, and achieving greater academic success. Further, GALS will contribute to the State's broader effort to achieve greater gender, ethnic, and economic equality for low-income female students of color.

We know that girls of color participate less in sports and fitness than their white counterparts, and low-income girls participate less in sports and fitness than their middle- and high-income counterparts. The GALS school model closes the participation gap for low-income female students of color through our research-based Movement program by removing the various barriers to access to participate joyfully in sports and fitness.

First and foremost, research shows that seeing is believing. When we know that more white women than women of color participate in sports and fitness, and more men than women receive media coverage and accolades for their participation in sports and fitness (3.2% of sports media coverage is devoted to women's sports), we can easily deduce that girls of color have far fewer relatable role models in sports and fitness. In fact, 77% of female leaders reported that lack of exposure to female coaches as role models limits girls' sports participation.[5] When girls are exposed to *relatable* women and girls who are enjoying being active -- women and girls who look like them, who share their life experiences, who they can see themselves in -- and in the realm of sports and fitness are challenging themselves, making mistakes, overcoming fear of failure or looking silly, they are far more likely to participate themselves.[6] According to the Women's Sports Foundation 2020 study on girls' participation in sports,

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[4] This excerpt is from pages 8-10 of the report prepared for the January 20, 2015 informational hearing of the Senate Committee on the Judiciary entitled, "Attaining Equal Opportunities for Girls in California's Secondary Schools: How our Schools are Complying with Title IX" and is available on the California State Senate Website (senate.ca.gov) at http://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/title_ix_info_hearing_-_background_paper.pdf.

[5] "Chasing Equity: The Triumphs, Challenges, and Opportunities in Sports for Girls and Women." *Women's Sports Foundation*, Women's Sports Foundation, Jan. 2020, www.ncgs.org/wp-content/uploads/2020/01/Chasing-Equity-Fact-Sheet.pdf.

[6] "Go Where Women Are: Insight on Engaging Women and Girls in Sport and Exercise." *Sport England*, Sport England, 2015, www.ncgs.org/wp-content/uploads/2017/10/go-where-women-are.pdf.

> "'If you can see it, you can be it.' The provision of role models is particularly important for girls and other underrepresented youth in sport, acting as a powerful force to help youth see individuals like themselves in and around the game, that directly understand the unique experiences and challenges that they face in sport, and that they can aspire to become."[7]

At GALS, all teachers and the Leadership Team both coach and participate alongside students in Morning Movement workouts each day. That means GALS teachers and administrators are modeling participation in sports and fitness -- sweating alongside students, challenging themselves to run a faster sprint than yesterday, falling out of a yoga pose and getting back up to try again, laughing and having fun learning hip hop dance choreography or playing dodgeball. The GALS Leadership Team is 100% female, and 84% of the GALS teaching staff is female. 40% of the GALS staff are people of color, and 40% of the GALS staff is bilingual in Spanish and English. 100% of the GALS Movement guest instructors (professional yoga teachers, a professional choreographer, and a professional self-defense instructor and Muay Thai and jiujitsu fighter) are women of color. That means that GALS students are surrounded by adults who look like them, adults who they can personally relate to and identify with, who are enjoying sports and fitness and showing confidence in and excitement about their participation, regardless of skill level, body size, age, gender identity or expression, or skin color. The research speaks for itself, "if you can see it, you can be it." Participation levels in sports and fitness skyrocket at GALS -- joyfully, enthusiastically, and authentically -- because students have these relatable role models lighting the way for them.

Additionally, GALS increases participation in sports and fitness for low-income young women of color by removing the various barriers to access and participation that they face. These common barriers include both emotional and practical barriers, according to a 2015 study on women and girls' participation in sports and fitness. These barriers can often outweigh a girl's motivation to be active:

> "*Right time*: reduce the fear that time exercising is time that should be spent on others. *Right place*: reduce the fear of looking silly, unattractive or on show in unfamiliar and open environments. *Right welcome*: reduce the fear of being exposed as lacking ability or familiarity with the steps, equipment or way to the changing room. *Right company*: reduce the fear of not fitting in or being able to keep up with the group. *Right gear*: reduce the fear of looking like the odd one out by wearing the wrong thing."[8]

GALS overcomes these barriers to access by building solutions directly into our school model. At GALS, there is no "right time" barrier, because everyone on campus sets time aside

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[7] "Keeping Girls in the Game: Factors That Influence Sport Participation." *Women's Sports Foundation*, Women's Sports Foundation, Mar. 2020, www.womenssportsfoundation.org/wp-content/uploads/2020/02/Keeping-Girls-in-the-Game-Executive-Summary-FINAL-web.pdf.

[8] "Go Where Women Are: Insight on Engaging Women and Girls in Sport and Exercise." *Sport England*, Sport England, 2015, www.ncgs.org/wp-content/uploads/2017/10/go-where-women-are.pdf.

in the morning for Movement. It is a priority for the school, built into the bell schedule and the fabric of what it means to be a GALS student or staff member, so there is never a fear that time should be spent in a different way or on someone else, because everyone spends that time on Movement. Starting the day with Movement is just what happens at GALS, without question.

The "right place," "right welcome," and "right company" barriers are overcome by the way we teach and coach Movement, and via explicit lessons and conversations about Movement in our GALS series classes. Students participate in Morning Movement with their Wellness Team, which is a small group of 13-16 students paired with one GALS teacher as their Wellness Team Coach. Wellness Team Coaches are explicitly trained on how to coach students in Movement not based on skill or performance, but rather based on effort and participation. That means that the feedback a student receives from her Coach during Movement is not about lacking ability or familiarity with the sport or activity at hand. It's not about how well she can "keep up with the group" or being good at the activity. She receives feedback about her effort: kudos for trying something new, a high five when she trips over her feet and falls over in dance class, a shoutout in front of her peers when she is working hard. She feels welcome in the group, even if the sport or activity is unfamiliar to her. She feels comfortable participating and is willing to challenge herself without fear of looking silly or being judged because of the expectations set by her Coach and the Morning Movement program.

Body image, especially for a middle school aged girl who is growing and changing at a rapid rate during puberty, can be a profound barrier to participation in sports and fitness for girls. Puberty and a rapidly changing body can make participation in sports and fitness uncomfortable for some girls, and this is compounded in co-ed environments: 32% of girls report that sometimes boys make fun of them or make them feel uncomfortable when they practice sports.[9] By age 14, girls are dropping out of sports at twice the rate of their male counterparts.[10] GALS is an all-girls school, which automatically eliminates the opportunity for boys to make fun of them or make them feel uncomfortable participating in sports and fitness. Furthermore, the GALS Series classes (a social-emotional learning class that every student takes each year) symbiotically support the Movement program. GALS Series teachers lead lessons and conversations about body image, girls' participation in sports, health and fitness, puberty and menstruation, and goal setting around physical achievements (like getting stronger at push-ups). These conversations help GALS students become more comfortable participating in sports and fitness because they give students a venue where they can be vulnerable with their peers in a single-gender setting about the barriers previously mentioned. In doing so they realize that they are not alone with the emotional challenges that they face, and get support from their peers in overcoming them and thus feeling more confident to participate in sports and fitness.

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[9] "Chasing Equity: The Triumphs, Challenges, and Opportunities in Sports for Girls and Women." *Women's Sports Foundation*, Women's Sports Foundation, Jan. 2020, www.ncgs.org/wp-content/uploads/2020/01/Chasing-Equity-Fact-Sheet.pdf.

[10] Girls drop-out at different rates depending on where they live. Sabo, D. and Veliz, P. (2008). Go Out and Play: Youth Sports in America. East Meadow, NY: Women's Sports Foundation.

The results from the California Physical Fitness Test (PFT) show our students are benefitting from the GALS movement program. Per the PFT, in four (4) out of six (6) of the categories, our students far exceeded both LAUSD and the State. Abdominal strength, trunk extension strength, upper body strength, and flexibility are all built through consistent and effective physical training. A student's ability to do push-ups (upper body strength) or curl-ups (abdominal strength), or to succeed at the sit-and-reach test (flexibility) is a direct result of the work and training she puts in over a period of months to build that strength and flexibility. GALS' PFT data clearly demonstrates that the GALS Movement program is helping students build strength and flexibility in ways that aren't happening as consistently and comprehensively throughout the district and the state.

Nonetheless, there is work to be done in the categories of body composition and aerobic capacity (a measurement which is directly correlated to the body composition measurement). Body composition -- which is calculated based on a student's height, weight, and age -- is impacted by many factors outside of the school community, including access to healthy food in the home. An opportunity for growth for GALS is to increase family education around healthy food choices and how to make healthy meals at home on a tight budget so that we can try to impact these data points and the overall health of our students and families.

FEMALE - SUMMARY OF RESULTS – LOCAL INDICATOR – per California Physical Fitness Test

Fitness Area	% Grade 7 in Healthy Fitness Zone - GALS	% Grade 7 in Healthy Fitness Zone - LAUSD	% Grade 7 in Healthy Fitness Zone - CA
Abdominal Strength	88%	65%	76%
Trunk Extension Strength	100%	86%	88%
Upper Body Strength	82%	53%	63%
Flexibility	100%	83%	83%
Aerobic Capacity	31%	42%	55%
Body Composition	46%	55%	62%

<u>Improving Outcomes for All Subgroups</u>
GALS feels an urgency to improve outcomes for all subgroups including English Learners, and LTELs, FRPL, Latinas and Special Education for both ELA and Math. Below are Detailed Plans (SMART Goals) with school-wide outcomes and outcomes.

ELA
School-Wide Outcomes: Increase students meeting or exceeding standard in ELA as measured by the SBAC by 1% next year up to 12% in five years. This would mean that in five years, 50% or more of students would be meeting or exceeding standard. One of the key sub-goals that is needed to accomplish this is to continue to significantly increase the Lexile average, school-wide. While we have made tremendous progress this year, we need to persist. We have exceptional individual examples of students with IEPs achieving 400

points growth or more in three years as noted in the table below. Results like that must become the norm for all students with IEPs. Plans for all students (inclusive of subgroups) includes individual, monthly communication with parents of ELs and parent education workshops led by content teachers focused on supporting academic progress at home. A breakdown of specific plans for each subgroup is provided below. At times, some of the detailed plans will overlap when a student also identifies with any of the other subgroups.

Lexile Points Growth From Fall 2017 - Spring 2020 for Students with IEPs[11]

Student	Total Lexile Points Growth	2017-2018 Growth	2018-2019 Growth	2019-2020 Growth
99615	565	60	95	410
99643	630	175	105	350
99650	430	75	115	240
99646	690	260	210	220
99682	445	115	150	180
99661	435	n/a	n/a	435
99918	430	n/a	n/a	430

English Learners: Across all three grade levels, there were no ELs who met standard in ELA or Math as measured by the SBAC in 2019. The detailed plan includes the following:

1. Pull-out groups are strategically organized based on common student gaps with English proficiency. For example, the teacher may have a group practicing the listening domain for 4-6 weeks to meet critical objectives informed by the ELPAC listening domain. Also, with the Assistant Principal, the ELA teachers review weekly instructional plans of content areas and ensures appropriate opportunities for the four domains (Listening, Speaking, Reading, and Writing) in the classroom. Through an audit of weekly lesson plans, it was noted that Reading and Speaking were practiced more often than Listening and Writing. The weekly instructional plan review will address this gap and co-planning time will be provided to support ELA teachers throughout the week. Similar professional development will be shared with the Science and History teachers as well.

2. Fast track to Lexile growth: Strategic scheduling in the first quarter of the year, to teach students how to maximize their time and usage with Achieve 3000 to increase their reading skills.

3. GALS has also been approved for a grant during the 2020-21 school year to better support students that are 'stuck' at low Lexile band. This outside professional development by reading specialists is needed to identify and address the specific skill gaps that students need to ensure they can progress adequately. All of the action steps above are measured by: Lexile growth scores (monthly), class grades (bi-weekly), teacher lesson plans (weekly)

[11] Achieve3000 Lexile Verified Data.

The following has been implemented to increase academic achievement for all students, especially English Learners and Students with Disabilities (SWD). These action plans and programs continue to show academic benefit:

- Continuation of smaller class sizes and dynamic scheduling (where students are groups based on performance bands, including results from ELPAC)
- Increased professional development to teachers in the area of teaching SWD (and improve goal tracking/progress monitoring of SWD) and English Learners
- Continuation of GALS Student mentor Reading Program
- Usage of online platforms such as Achieve 3000, XtraMath, MobyMax, and Khan Academy
- Provide a seminar block for intervention and for all English Learners

Latinos: Per the CDE, 98% of GALS' EL students are Spanish-speaking and identify as Latinos. Thus all of the above action steps apply. Measure by: Lexile growth scores (monthly), class grades (bi-weekly), teacher lesson plans (weekly).

Socio-Economically Disadvantaged: Per the CDE, 52 of GALS 55 English Learner students are socio-economically disadvantaged. In our root cause analysis, the students in this subgroup had inconsistent family participation and engagement, regardless of language proficiency. We are applying for a grant to use the Family PlayLists by PowerMyLearning to strengthen the home-school connection. Family Playlists are a unique, research-based, and practical application of strategies that strengthen the triangle of learning relationships between students, teachers, and families. Family Playlists draws on core components of the evidence-based TIPS (Teachers Involve Parents in Schoolwork) program from John Hopkins University. TIPS interactive homework is a high impact family-to-school partnering strategy. The only connectivity required is a cell phone with wifi or a data plan. These activities will be introduced in the parent workshops mentioned above. This will be measured by statistics provided on the PlayList dashboard.
Students with Disabilities: Mindful of service minutes requirements, the plan for Students with Disabilities is designed with collaboration with the Resource Teachers. When a Student with a Disability is also an EL, the student's interventions will be streamlined.

MATH
School-Wide Outcomes: Increase students meeting or exceeding standard in MATH as measured by the SBAC by 1% next year up to 10% in five years. This would mean that in five years, 30% or more of students would be meeting or exceeding standard. Plans for all students (inclusive of subgroups) includes individual, monthly communication with parents of ELs and parent education workshops led by content teachers focused on supporting academic progress at home. School-wide students will complete weekly quizzes to identify weekly objectives that were met and not met. The math teacher will apply the results to inform their weekly instructional planning. This is currently taking place in 8th grade and is demonstrating great results as students receive immediate feedback

English Learners: Across all three grade levels, no ELs met standard in ELA or Math as measured by the SBAC in 2019. Though teacher retention is above average at GALS, the turn-over that has occurred has been in the math department for the last three years. As we move forward, we will address the math achievement gap with a fresh start. The detailed plan includes the following:

1. Practice math fluency across all three grade levels. Typically, a focus on recovering foundational gaps in multiplication and division facts is addressed in 6th grade. We do this in the first 10 weeks of the school year. However, in reviewing our student achievement data for math on the CAASPP Interim Assessment Benchmarks, we found that other math fluency gaps persist. Below is an overview of fluency gaps that are addressed across all three grade levels with a supplemental curriculum by Ironbox Education:

6th Gr, Quarter 1: Multiplication and Division
6th Gr. Quarter 2: Fractions
During Quarter 3 and Quarter 4: Students' progress is analyzed and students with adequate progress move forward with proportions while other students may need further practice with fluency skills from Quarter 1 or Quarter 2.
7th Gr. Quarter 1: Proportions
7th Gr. Quarter 2: Conversions
During Quarter 3 and Quarter 4: Students' progress is analyzed and students with adequate progress move forward with Integers, while others may need further practice with fluency skills from Quarter 1 or Quarter 2.
8th Gr. Quarter 1: Integers
8th Gr. Quarter 2: Exponents
8th Gr. Quarter 3: Student's progress is analyzed and students with adequate progress may selective an enrichment skill to practice. While students not demonstrating mastery of math fluency review skills from Quarter 1 and Quarter 2.
8th Gr: Q4: Students are taking the CAST and SBAC for math and reviewing essential formulas and skills

2. Just as in reading and writing, language plays a critical role not just in reading and writing, but in learning mathematics as well. A teacher must make math lessons comprehensible and ensure that students have the language to understand instruction and express their grasp of math concepts orally and in writing. Math teachers will implement the following strategies in their instructional planning and lesson delivery:
    a. Vocabulary anchor charts with illustrations as a helpful reference
    b. Use manipulatives to make math content comprehensible and give students ways to construct physical models for abstract math ideas
    c. Practice wait time and allow for non-verbal participation to allow for students whose comprehension of English is more advanced than their ability to speak English
    d. Design questions and prompts for different proficiency levels an use sentence frames to allow ELs to fully participate in math discussions

Latinos: Per the CDE, 98% of GALS' EL students are Spanish-speaking and identify as Latinos. Thus, all of the above action steps apply. Measure by: Lexile growth scores (monthly), class grades (bi-weekly), teacher lesson plans (weekly)

Socio-Economically Disadvantaged: Per the CDE, 52 of GALS 55 students are socio-economically disadvantaged. In our root cause analysis, the students in this subgroup had inconsistent family participation and engagement, regardless of language proficiency. All of the above when applicable and we are applying for a grant to use the PlayLists by PowerMyLearning to strengthen the home-school connection. The only connectivity required is a cell phone with wifi or a data plan. These activities will be introduced in the parent workshops mentioned above. Measured by:Statistics provided on the PlayList dashboard. Family PlayLists by PowerMyLearning to strengthen the home-school connection. Family Playlists are a unique, research-based, and practical application of strategies that strengthen the triangle of learning relationships between students, teachers, and families. Family Playlists draws on core components of the evidence-based TIPS (Teachers Involve Parents in Schoolwork) program from John Hopkins University. TIPS interactive homework is a high impact family-to-school partnering strategy.

Students with Disabilities: Resource teachers' expertise in 7th and 8th grade math content is not as proficient as their content expertise with ELA. Resource teachers will co-teach and co-plan with 7th and 8th grade math teachers weekly. Co-planning time will be facilitated by the Principal or Assistant Principal. When creating the master schedule, prep times will be coordinated as needed.

2020-2021 Detailed Plan for Decreasing the LTEL Rate			
Time Frame	**Person Responsible**	**Supporting Person**	**Action Plan Description**
Summer	Principal	Assistant Principal	● Complete evidence-based literature review

			to create and inform PD series for teachers on effective instruction of LTELs grounded in research. ● Lead PD series on "Understanding LTELs and Effective Strategies for Addressing the Needs of LTEL Students" Measure/Assessment: PD surveys and teacher scope and sequences (instructional planning)
Quarter 1	Teachers & Assistant Principal	Principal	● Launch Data Cycle #1: Grade Level Instructional Practices to Improve Outcomes for LTELS ● Use Data Cycle #1 outcomes to create signatures strategies school-wide Measure/Assessment: PD surveys and teacher scope and sequences (instructional planning), student achievement data (Lexile levels, gradebook audits)
Quarter 2	Teachers	Assistant Principal	● Launch Data Cycle #2: Meeting the needs of LTELs in their content-specific classrooms ● Use Data Cycle #2 outcomes to establish department-wide best practices for instructional delivery and curriculum selection Measure/Assessment: PD surveys and teacher scope and sequences (instructional planning), student achievement data (Lexile levels, Interim Assessment Benchmark results)
Quarter 3	Principal & Assistant Principal	Teachers	● Differentiate English Essential elective for LTELs Measure/Assessment: ELPAC
Quarter 4	Teachers	Principal & Assistant Principal	● Using student achievement data, evaluate the success of the plan. Use the successes and challenges to brainstorm and outline a prioritization plan for the following year Measure/Assessment: The Prioritization Plan

Student Population To Be Served

3. Target Student Population

As indicated, GALS serves middle grades (6-8) in an all-girls environment. Per CALPADS, in the 2019-20 school year, GALS served 255 students, who were 88% low income, 15% were special education students and 19% were English Learners. In terms of ethnicity, 95% are girls of color, with 89% being Latina. GALS seeks to expand opportunities and promote equality for minority and low-income students by providing a public all-girls education with a focus on mental and physical fitness.

Meeting Community Need: Academics
As noted with the annual data sets provided by LAUSD, GALS program continues to meet the community's need for a high-quality educational program. GALS serves students who have traditionally faced challenges to high levels of educational attainment, less than 18% of the residents of 91402 (the zip code in which GALS resides) have a bachelor's degree or higher per the United States Census, 2018 American Community Survey
(source: https://data.census.gov/cedsci/all?q=ZCTA5%2091402%20Education)

Meeting Community Need: Health and Wellness
Per the Valley Presbyterian Hospital's 2016 Community Health Needs Assessment Report, two of the three top priorities for the community that includes Panorama City (91402) are:

- Diabetes and obesity with a focus on preventing and reducing chronic diseases
- Mental Health

(source: https://www.valleypres.org/documents/VPH-2016-CHNA-REPORT.pdf)

In the six-month study that included interviews with residents, the community shared that a lack of health foods and community health education were frequently mentioned as reasons for diabetes and obesity, as well as lacking time as a predisposing factor to seek fast food options. GALS' educational model includes a rigorous daily movement (physical education) program as well as a daily life skills program that has units on nutrition, mental health and well-being. Additionally, GALS serves nutritiously dense meals that meet the federal nutrition requirements and include the students in food tastings and feedback to improve the menu.

4. Enrollment Plan

GALS currently serves 255 students in the 2019-20 school year. GALS plans to grow the student population to 330 students with the opening of its new facility in the 2021-22 school year. This is 45 students fewer than our original charter petition, which included a total student population of 375. At this enrollment level, class sizes will remain at 25-32 students per class.

Grades	2021-22	2022-23	2023-24	2024-25	2025-26

6	110	110	110	110	110
7	90	110	110	110	110
8	90	90	110	110	110
TOTAL	**290**	**310**	**330**	**330**	**330**

Goals and Philosophy

5. Mission and Vision

The mission of Girls Athletic Leadership School Los Angeles is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman to become a powerful advocate for herself and a leader of her community in the 21st century.

The Girls Athletic Leadership School envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college, their communities and the world.

GALS' mission is to support young women to become powerful advocates for themselves and leaders for their communities. Preparing students to make informed choices and direct their own lives serves this mission deeply, and preparation for college is an essential component of this self-efficacy. All students – regardless of their income, native language, racial and ethnic heritage, or developmental challenges – deserve the opportunity to *choose* college. Without rigorous academic preparation, many students have no choice at all. While we hold high expectations for students to excel in a rigorous academic program, GALS asks more still. We ask that students discover how they learn, that they choose opportunities for challenge, and that they foster a desire to develop and improve in an effort to create their own futures, and we provide an environment that responds to the unique needs of girls to ensure this opportunity.

There is a compelling need to fulfill this Mission in the communities that GALS will serve with high minority and low income populations in order to decrease the opportunity gap and to increase the physical, emotional, and academic achievement of the protected populations served by GALS.

STRATEGIC INTENT
Empowering girls to succeed academically, live boldly, lead confidently, & thrive physically.

6. An Educated Person in the 21st Century

GALS recognizes that the 21st century mandates the establishment of schools that prepare students for a diverse, globally linked/tech-based, environmentally sustainable world regardless of socio-economic background and challenges. As such, GALS students will graduate from GALS ready for success in secondary school, college and their chosen career path. They will have developed their intellectual acumen, critical thinking and leadership skills, curiosity, discipline, and self-awareness. They will be able to:

- read and analyze information successfully, and communicate effectively when speaking and writing (ideally in two languages)
- function in a culturally diverse environment, collaborating effectively both as a leader and as a group participant
- behave professionally and ethically in difficult situations and exhibit personal responsibility
- engage in personal goal-setting and self-reflection
- demonstrate leadership through service[12]
- be able to effectively using critical thinking skills and creativity, and
- use technology as a tool to access information, solve problems, and communicate.[13]

These goals inherently encompass college and career readiness and integrated technology use for 21st century learning. Our emphasis is on helping students develop problem-solving strategies, critical thinking, persistence, and other crucial habits for a sound mind and body that allow them to function independently and achieve their own goals. Technology is embedded throughout the curriculum in online curriculum and assessments, internet research, online communications, document processing and presentation development, and self-monitoring their own progress via access to our student information system, possibly Illuminate. Students set and measure their progress on academic, behavioral and physical goals. These goals are tracked, celebrated and supported by GALS staff. Students who reach their goals are pushed to set higher or additional metrics. Students who struggle are supported with extra academic support or interventions. GALS series curriculum focuses on the GALS four habits of Heart & Mind: power, focus, flexibility and balance. 21st century learning skills as stated above are melded into the GALS series curriculum. The 21st century skills are important regardless of gender. These learning skills are accessible through many different educational programs; not specific to an all-girls education setting.

7. How Learning Best Occurs

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[12] *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce.* September 2006.

[13] Envision Schools

GUIDING PRINCIPLES

In order to achieve our strategic intent and foster the Habits of Heart and Mind at GALS, we foster a learning environment where:

· All students at GALS are challenged, take risks, learn from failure, and leverage their individual strengths through rigorous, standards-based academic programming. Academic health is strengthened through social-emotional support.

· Through movement, students at GALS experience the connection between pushing themselves physically and thriving academically. Students with movement limitations are encouraged to participate through physical modifications and support.

· Students engage in learning that has purpose in the world and know what works best in service of their own learning. Students at GALS are taught to be self-aware, to set goals and to become advocates in their learning and growth.

· Diversity is an asset that binds us, difference is celebrated, and individuality is embraced in the distinct community that makes up GALS.

· Leadership does not have a prescription; it is an outcome of an individual's sense of self and sense of duty to passionately participate in her community.

Additionally, GALS will incorporate and integrate some of the most proven, successful curriculum methodologies, educational philosophies, and "best thinking" in the fields of neuroscience, sociology, psychology, and education to ensure that our students excel. We believe learning best occurs when:

1. Students feel safe, nurtured and well-known in a small, caring school environment with clear and consistent student and adult expectations. Our small school, single-gender environment with small class sizes has a student-centered approach to learning in which students form meaningful relationships with each other and with their teachers and receive daily individualized instruction and attention. Students, parents, teachers and staff develop an important sense of "belonging" in our school community, a powerful force that fosters learning and self-esteem[14] in combating the challenges faced outside our school walls.

2. Students are challenged and held to high expectations for intellectual and personal growth. Our entire GALS organization is premised on the belief that student achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other "risk factors." We believe strongly that all students can achieve rigorous, comprehensive learning objectives with the individualized and caring support of well qualified teachers. We hold everyone in our school

14 Bob F. Steere (1988). Becoming an effective classroom manager: a resource for teachers. SUNY Press. ISBN 0887066208, 9780887066207.

community – school leaders, faculty, staff, students, parents -- accountable for working hard and continuously striving to meet our high expectations in a school culture of
excellence. Research conducted over the last two decades steadfastly notes that teacher quality is a powerful predictor of student performance. In Darling-Hammond 's (2000) research from teacher preparation and student achievement across the states, she contends that measures of teacher quality are more strongly related to student achievement than to other kinds of educational investments, such as reduced class size, overall spending on education, and teacher salaries even when controlling for student poverty and language status.

3. Students are given appropriate, individualized support to achieve goals. Teachers continuously analyze student achievement data, scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement. As Linda Darling-Hammond says, "If what students know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning." (Darling-Hammond, 2008.)

4. Students are engaged and can be actively involved in their own learning, rather than passive recipients of knowledge transmitted from a teacher. (Freire, 1972.) Our athletic/embodied learning curriculum builds on students' natural desire to move and promotes *engagement* in the learning process. Physical activities serve as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students' confidence and motivation. Activities for students with disabilities are modified for differentiated, appropriate levels of activity. GALS' focus on physical movement in service of learning supports students in their engagement and active learning in the classroom.

5. Teachers have the time, training, and support (including collaboration with their peers) to develop their teaching practice and provide a differentiated learning experience for all of their students.

6. Collaboration, cooperation, and communication are highly valued throughout the school community, including home-school connection, teachers with one another, and students with their peers. Schools should "promote the growth of students as healthy, competent, moral people . . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . . the topics that arise in common human experience." (Nel Noddings' "The Challenge to Care in Schools," 2005.)

Perhaps most importantly, we believe learning best occurs when students believe they can learn and when they have confidence in themselves to persist through the hardest

challenge. Through a holistic approach to learning, students have continuous opportunities to express their skills, talents, and intelligence across a variety of contexts. "If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good." (Howard Gardner, Multiple Intelligences: New Horizons, 2006.)

Research supports the benefits of single gender education for students who are at risk.[15,16,17] At Risk students refers to students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. Numerous peer-reviewed social science studies and journal articles report the unique benefits of single-sex education for African-American students, Hispanic/Latino students, and low-income students.[18,19,20,21,22,23,24,25,26,27]

The leading researcher in this area is Cornelius Riordan, a professor of sociology at Providence College. His research appears predominately in *Girls and Boys in School: Together or Separate* (New York; Teachers College Press, 1990), *Single-Gender Schools: Outcomes for African and Hispanic Americans*, Research in Sociology of Education and

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[15] Riordan, Cornelius. *Girls and Boys in School: Together or Separate?* New York, NY: Teachers College, Columbia University, 1990.

[16] Riordan, C. (1994). Single-gender schools: Outcomes for African and Hispanic Americans. Research in Sociology of Education and Socialization

[17] Morse, Susan. 1998. *Separated by sex: a critical look at single-sex education for girls*. Washington, DC: The Foundation.

[18] Sax, Ph.D., Linda J. "Women Graduates of Single-Sex and Coeducational High Schools: Differences in Their Characteristics and the Transition to College." Higher Education Research Institute & Cooperative Institutional Research Program (HERI), March 2009. https://www.heri.ucla.edu/PDFs/Sax_FINAL%20REPORT_Sing_1F02B4.pdf.

[19] Name, Name. *A Summary of Research on the Benefits of Single Sex Education*. Clifton Park, NY: Foundation for Education Reform & Accountability, 2006.

[20] Hughes, Teresa A. "The Advantages of Single-Sex Education." *National Forum of Educational Administration and Supervision Journal* 23, no. 2 (2006).

[21] Ogden, Craig Erico, "A Comparison of Student Performance in Single-Sex Education and Coeducational Settings in Urban Middle Schools" (2011). Electronic Theses and Dissertations. 361.
https://digitalcommons.georgiasouthern.edu/etd/361

[22] Dwarte, Marquis. "The Impact of Single-Sex Education on African American Reading Achievement: An Analysis of An Urban Middle School's Reform Effort." *Journal of Negro Education* 83, no. 2 (2014): 162–72.

[23] Guarisco, Chrissy. Working paper. *Single-Sex Schools and Gender Roles: Barrier or Breakthrough?* Chicago, IL: Loyola University Chicago, 2010.

[24] Hughes, supra, p. 10, citing Caplice, K., *The Case for Public Single-Sex Education*, Harvard Journal of Law & Public Policy (1994).

[25] Pollard, Diane S. Single-Sex Education. School of Education, University of Wisconsin - Milwaukee, October 1999. http://www2.edc.org/womensequity/pubs/digests/digest-singlesex.html.

[26] State Education Resource Center, *Single-Sex Education (Technical Report)*, p. 9 (2013)

[27] Harjes, R. (2010). Attitudes about gender and race. Advances in Gender and Education, (2), 2-12. Retrieved from http://www.mcrcad.org/2010-Harjes.pdf

Socialization (Vol. 18, 1994), and *The Future of Single Sex Schools*, Separated by Sex: A Critical Look at Single-Sex Education for Girls (Washington, D.C.: American Association of University Women Educational Foundation, 1998). Riordan found benefits including increased cognitive achievement, self-esteem, internal control, less stereotypical attitudes towards traditional women's general roles, and stronger performance on tests. According to Riordan's peers:

- "Riordan (1990) studied the effect of single-sex education specifically on racial/ethnic minority students. After controlling for initial ability and socioeconomic background, Hispanic and African-American girls at single-sex schools showed higher achievement than their counterparts in mixed-sex schools, most notably in science and civics, by almost one full letter grade (Riordan, 1990). Riordan (1990) noted improvements for African-American girls, in particular, across all categories, citing increases in cognitive achievement (as noted above), self-esteem, internal control, and less stereotypical attitudes towards traditional women's gender roles." (Linda J. Sax, *Women Graduates of Single-Sex and Coeducational High Schools: Differences in their Characteristics and the Transition to College*, p. 16 (March 2009), available at https://www.heri.ucla.edu/PDFs/Sax_FINAL%20REPORT_Sing_1F02B4.pdf
- "Riordan also has discovered that while the results of single-sex education are apparent for girls, these positive impacts are even more dramatic for African-American and Hispanic children, male and female. The performance of African-American and Hispanic students in single-sex schools is stronger on all tests, on average scoring almost a year higher than similar students in coeducational settings." (Foundation for Education Reform & Accountability, *A Summary of Research on the Benefits of Single Sex Education* (Sept. 2006), available at http://demoiselle2femme.org/wp-content/uploads/Research-on-the-Benefits-of-Single-Sex-education.pdf)
- "Poor and disadvantaged students, Riordan found, were especially likely to benefit from single-sex education. When he studied data on minorities attending Catholic schools, he found that black and Latino students in single-gender schools academically outperformed their peers in co-ed Catholic schools. 'The more disadvantaged the student,' Riordan says, 'the more likely the students are to gain an advantage from attending single-sex school.'" (Hughes, Teresa, *The Advantages of Single-Sex Education*, p. 10, National Forum of Educational Administration and Supervision Journal (2006-2007), available at http://files.eric.ed.gov/fulltext/ED492000.pdf, citing Vail, K., *Same-Sex Schools May Still Get a Chance*, Education Digest, p. 36 (2002). See also Craig E. Ogden, *A Comparison of Student Performance in Single-Sex Education and Coeducational Settings in Urban Middle Schools*, p. 43-44 (Spring 2011), available at https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1361&context=etd)

Several other researchers including Marquis Dwarte, Teresa Hughes, K. Caplice, and Diane Pollard have documented benefits of single-sex education for minority and low-income

students. These benefits include improved reading and academic achievement, improved graduation rates, and encouragement to explore non-stereotypical gender roles:

- "The academic underperformance of African American students continues to limit their academic, career, and life opportunities. Consequently, many urban school districts have implemented single-sex instructional programs in an effort to better address the schooling needs of African Americans. This study's purpose was to evaluate to what extent the restructuring of a coeducation school to a single-sex school impacted reading achievement for African American students. ...findings for African American females proved significant in favor of the single-sex school structure." (Dwarte, Marquis, *The Impact of Single-Sex Education on African American Reading Achievement (Abstract)*, Journal of Negro Education (Spring 2014).)
- "In public school single-sex environments, student achievement improves, especially for minority students or students in poverty, as a result of improved behaviors and teacher focus on learning-style differences." (Hughes, supra (Abstract). See also Chrissy Guarisco, *Single-Sex Schools and Gender Roles* (2010), available at http://www.luc.edu/media/lucedu/law/centers/childlaw/childed/pdfs/2010studentpapers/Chrissy_Guarisco.pdf.)
- "Caplice notes, 'single-sex schools also have a proud record of minority graduation rates' (1994) and she further comments, 'minorities tend to outpace non-minorities, even within the single-sex setting (1994)." (Hughes, supra, p. 10, citing Caplice, K., *The Case for Public Single-Sex Education*, Harvard Journal of Law & Public Policy (1994).)
- "Evidence from both the literature and our research in the African-centered schools suggest that girls in single-sex classrooms can be more easily encouraged to explore a range of roles and options." (Diane S. Pollard, *Single-Sex Education* (Oct. 1999), available at http://www2.edc.org/womensequity/pubs/digests/digest-singlesex.html)

Research also indicates that students in single-sex educational programs have more open attitudes about race and ethnicity generally. "Harjes (2010) measured how attitudes about gender and race were different in children from single-sex classrooms versus traditional classrooms. The students in single-sex environments reported more adaptive psychosocial outcomes, including lower reporting of any life difficulty and the impact of life's difficulties on learning. Students in single-sex classes reported more adaptive attitudes about race than students overall. They scored higher in measurements of ethnic identity and belonging, and of liking individuals with an ethnic background other than their own." (State Education Resource Center, *Single-Sex Education (Technical Report)*, p. 9 (2013), available at http://ctserc.org/docs/Single-Sex%20Education%20report%20SERC%202013.pdf, citing Harjes, R., *Attitudes about Gender and Race: They affect children's well-being; they are different in single-sex classrooms*, Advances in Gender and Education (2010), available at http://www.mcrcad.org/2010-Harjes.pdf.)

Thus, GALS seeks to expand opportunities and promote equality for minority and low-income students by providing a public all-girls education. Research by Teresa Hughes, E.C. Logsdon, K. Vail, and M. Heise supports this approach:

- "It is well-documented that students in poverty and minority students overall are not performing as well as other students in the public school system. . . . 'Single-sex public education provides poorer families the chance to see their children excel in single-sex classrooms, an option once only available to families able to pay private school tuition.'" (Hughes, supra, p. 10, quoting Logsdon, E.C., *'No Child Left Behind and the Promotion of Single-Sex Public Education in Primary and Secondary Schools: Shattering the Glass Ceilings Perpetuated by Coeducation*, Journal of Law and Education (2003).)
- "Historically, families with money have had a choice to send their children to single-sex schools in the form of private schooling. By providing single-sex education in the public schools, all students, including those in poverty and minorities, will have the same choices as those who can afford private schools. Advocates of single-sex schooling argue, '…poor parents should have the same opportunity as wealthy parents to send their children to all-girls or all-boys schools.'" (Hughes, supra, p. 10, quoting Vail, supra, p. 33.)
- "Other single-sex school supporters share a conviction that single-sex education—especially for girls and low-income families—is now essential as a remedy for unequal education." (Hughes, supra, p. 10, quoting Heise, M., *Are Single-Sex Schools Inherently Unequal?*, Michigan Law Review, p. 1226 (2004).)

The literature has led researcher Teresa Hughes to advocate: "Each public school district should act immediately in this educational reform effort providing the choice to families in order to improve student achievement among students in poverty and minorities." (Hughes, supra, p. 10.)

7. The Requirements of Education Code § 47605(c)(5)(A)(ii)

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

The following chart details the school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES	
GOAL #1	
There will be high quality student instruction at GALS, for all students, taught by well qualified and appropriately credentialed teaching staff.	**Related State Priorities:** ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6
	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal
Priority 1: Basic Services -GALS will hire qualified and credentialed teaching staff. -Engaging and Informative Professional Development will be held prior to school starting and throughout the school year. -GALS will purchase standards-aligned materials. Priority 2: Implementation of State Standards -Implement State adopted academic content and performance standards for all students: ELA, Math, ELD, Health, History, PE, NGSS, CAPA and World Languages Priority 4: Pupil Achievement -Ensure teachers and students have a growth mindset. -Have students track and monitor their progress towards grade level mastery. -Implement intervention programs to support students from all sub groups in accessing CCSS & ELD standards. Priority 7: Course Access -Students are enrolled in a broad course of study (including social science, health, PE, VAPA and foreign language) -Programs and services developed and provided to unduplicated pupils and Special Education students. Priority 8: Student Outcomes -All students participate in Physical Fitness Test, Science, History/Social Science.

Expected Annual Measurable Outcomes (* Subgroup not numerically significant at this time)						
Outcome #1: 100% of 6-8 teachers will hold a valid California Teaching Credential in alignment with AB1505. Metric/Method for Measuring: SARC						
Applicable Student Groups	***2019-20 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide and all Significant Subgroups))	**100% Core Subject teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**
English Learners	**100% Core Subject teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**
Socioecon. Disadv./Low Income Students	**100% Core Subject teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**
Foster Youth	*	*	*	*	*	*
Students with Disabilities	**100% Core Subject teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**100% Core Subject teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**	**100% teacher certification**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of 2 or more Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: Every student has standards-aligned materials. **Metric/Method for Measuring: SARC**						

Applicable Student Groups	*2019-20 Baseline*	*2020-2021*	*2021-2022*	*2022-2023*	*2023-2024*	*2024-2025*
All Students (Schoolwide and all Significant Subgroups)	**All students have standards-aligned materials**	**All students have standards-aligned materials.**				
English Learners	**All students have standards-aligned materials**	**All students have standards-aligned materials.**				
Socioecon. Disadv./Low Income Students	**All students have standards-aligned materials**	**All students have standards-aligned materials.**				
Foster Youth	*	*				
Students with Disabilities	**All students have standards-aligned materials**	**All students have standards-aligned materials.**				
African American Students	*	*				

American Indian/Alaska Native Students	*	*
Asian Students	*	*
Filipino Students	*	*
Latino Students	**All students have standards-aligned materials**	**All students have standards-aligned materials.**
Native Hawaiian/Pacific Islander Students	*	*
Students of 2 or more Races	*	*

White Students	*	*				
Outcome #3: Increase ELA SBAC results. Metric/Method for Measuring: SBAC						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide and all Significant Subgroups)	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**8% increase above baseline**	**12% increase above baseline**
English Learners	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**8% increase above baseline**	**12% increase above baseline**
Socioecon. Disadv./Low Income Students	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**8% increase above baseline**	**12% increase above baseline**
Foster Youth	*	*	*	*	*	*
Students with Disabilities	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**8% increase above baseline**	**12% increase above baseline**

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of 2 or more Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
Outcome #4: Increase Math SBAC results. Metric/Method for Measuring: SBAC						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide and all Significant Subgroups)	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**7% increase above baseline**	**10% increase above baseline**
English Learners	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**7% increase above baseline**	**10% increase above baseline**
Socioecon. Disadv./Low Income Students	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**7% increase above baseline**	**10% increase above baseline**
Foster Youth	*	*	*	*	*	*
Students with Disabilities	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**7% increase above baseline**	**10% increase above baseline**

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**CAASPP 2018-19 Baseline Levels of Performance**	**1% increase above baseline**	**3% increase above baseline**	**5% increase above baseline**	**7% increase above baseline**	**10% increase above baseline**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of 2 or more Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
Outcome #5: Maintain a > 25% English Learner reclassification rate Metric/Method for Measuring: ELPAC						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
English Learners	**28.9% reclassification rate**	**> 25% reclassification rate**				
Outcome #6: % of English Learners who progress in English proficiency (as measured by ELPAC) Metric/Method for Measuring: CA Dashboard						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
English Learners	**ELPAC 2018-19 54.9%**	**>50% demonstrate progress in English Proficiency**				

LCFF STATE PRIORITIES	
GOAL #2	
GALS creates and maintains a positive and supportive climate for learning.	**Related State Priorities:** ☒1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☒ 6
	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal
Priority 1: Basic Services -Janitorial staff perform their duties on a daily basis with bi-weekly inspections by the operations team. -Respond to any staff notification of a needed facility repair within 72 hours. All repairs are completed in a timely manner. Priority 5: Pupil Engagement and Priority 6: School Climate -Wellness teams that consist of 15-20 students meet every morning with their Wellness team coach.. -School day starts with movement with the entire GALS community and includes all of the teachers. -Counselors or Success Coaches are brought in at the earliest signs of challenges that students are facing in school or at home. -Brain boosts are used throughout the day to increase the level of student engagement in school. -All students attend a 50 minutes class daily, called the GALS Series, that teaches students among many social emotional skills and strategies: coping skills, compassion and self love, navigating emotions and conflict, understanding strong nutrition and overall wellness, and how to use their voice to advocate for themselves. -Every morning the GALS Community says the GALS Student Pledge together which are positive affirmations that the community truly embodies. The pledge includes lines such as “I know who I am, I know that I matter, I stand up for what I believe in, I take good care of my body”. -A multi-tiered System of Supports is implemented. Priority 7: Course Access GALS offers a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. All students, including all subgroups, are provided a complete, rigorous broad course of study. In English and Math, students take the CA Interim Assessment Benchmarks (IABs) to progress monitor their mastery of standards-aligned targets and objectives by claim and sub-topics. Additionally, students academic progress is reviewed every 5 weeks to identity those that are exceeding or not meeting benchmarks. At this time, students' schedules are updated to better align with their needs, All students have their Lexile (reading) levels progress monitored monthly. Teachers are trained on how to access this data from the program, Achieve3000, and apply it to their instructional planning. This data is directly shared with the students and action plans are made to improve their progress, if needed. Beyond all the core

subjects, students begin each day with Movement (physical education) and thus exceed the Amount of Required Physical Education (CA mandates at least 200 minutes of physical education every 10 school days in grades 1-6. The state also mandates at least 400 minutes every 10 school days of physical education in grades 7-8.

Expected Annual Measurable Outcomes						
Outcome #1: Facilities are in "Good Repair" Clean, safe and functional. Metric/Method for Measuring: SARC						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide)	**2018-19 SARC. Overall facility rating is GOOD or higher.**	**Overall facility rating is GOOD or higher.**				

English Learners	**2018-19 SARC. Overall facility rating is GOOD or higher.**	**Overall facility rating is GOOD or higher.**
Socioecon. Disadv./Low Income Students	**2018-19 SARC. Overall facility rating is GOOD or higher.**	**Overall facility rating is GOOD or higher.**
Foster Youth	*****	*****
Students with Disabilities	**2018-19 SARC. Overall facility rating is GOOD or higher.**	**Overall facility rating is GOOD or higher.**
African American Students	*****	*****
American Indian/Alaska Native Students	*****	*****

Asian Students	*	*
Filipino Students	*	*
Latino Students	**2018-19 SARC. Overall facility rating is GOOD or higher.**	**Overall facility rating is GOOD or higher.**
Native Hawaiian/Pacific Islander Students	*	*
Students of 2 or more Races	*	*
White Students	*	*
Outcome #2: Maintain an attendance rate of >= 95%. **Metric/Method for Measuring: P-1, P-2 and Annual Attendance Reports**		

Applicable Student Groups	*2019-20 Baseline*	*2020-2021*	*2021-2022*	*2022-2023*	*2023-2024*	*2024-2025*
All Students (Schoolwide)	**>=95% Attendance Rate over the last 4 years.**	**>=95% Attendance Rate**				
English Learners	**>=95% Attendance Rate over the last 4 years.**	**>=95% Attendance Rate**				
Socioecon. Disadv./Low Income Students	**>=95% Attendance Rate over the last 4 years.**	**>=95% Attendance Rate**				
Foster Youth	*****	*****				
Students with Disabilities	**>=95% Attendance Rate over the last 4 years.**	**>=95% Attendance Rate**				
African American Students	*****	*****				

American Indian/Alaska Native Students	*	*
Asian Students	*	*
Filipino Students	*	*
Latino Students	**>=95% Attendance Rate over the last 4 years.**	**>=95% Attendance Rate**
Native Hawaiian/Pacific Islander Students	*	*
Students of 2 or more Races	*	*
White Students	*	*
Outcome #3: Maintain a suspension rate of <= 2%. Metric/Method for Measuring: SARC		

Applicable Student Groups	*2019-20 Baseline*	*2020-2021*	*2021-2022*	*2022-2023*	*2023-2024*	*2024-2025*
All Students (Schoolwide)	**0% Suspension Rate**	**<=2% Suspension Rate**				
English Learners	**0% Suspension Rate**	**<=2% Suspension Rate**				
Socioecon. Disadv./Low Income Students	**0% Suspension Rate**	**<=2% Suspension Rate**				
Foster Youth	*****	*****				
Students with Disabilities	**0% Suspension Rate**	**<=2% Suspension Rate**				
African American Students	*****	*****				
American Indian/Alaska Native Students	*****	*****				
Asian Students	*****	*****				
Filipino Students	*****	*****				
Latino Students	**0% Suspension Rate**	**<=2% Suspension Rate**				
Native Hawaiian/Pacific Islander Students	*****	*****				

Students of 2 or more Races	*	*
White Students	*	*

Outcome #4: Decrease chronic absenteeism rate by 0.25% annually until at a minimum a Yellow is achieved on the California Dashboard. Metric/Method for Measuring: California Dashboard						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide)	**8.7% Chronic Absenteeism Rate**	**0.25% decrease below baseline**	**0.5% decrease below baseline**	**0.75% decrease below baseline**	**1% decrease below baseline**	**1.25% decrease below baseline**
English Learners	**8.7% Chronic Absenteeism Rate**	**0.25% decrease below baseline**	**0.5% decrease below baseline**	**0.75% decrease below baseline**	**1% decrease below baseline**	**1.25% decrease below baseline**
Socioecon. Disadv./Low Income Students	**8.7% Chronic Absenteeism Rate**	**0.25% decrease below baseline**	**0.5% decrease below baseline**	**0.75% decrease below baseline**	**1% decrease below baseline**	**1.25% decrease below baseline**
Foster Youth	*	*	*	*	*	*
Students with Disabilities	**8.7% Chronic Absenteeism Rate**	**0.25% decrease below baseline**	**0.5% decrease below baseline**	**0.75% decrease below baseline**	**1% decrease below baseline**	**1.25% decrease below baseline**
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**8.7% Chronic Absenteeism Rate**	**0.25% decrease below baseline**	**0.5% decrease below baseline**	**0.75% decrease below baseline**	**1% decrease below baseline**	**1.25% decrease below baseline**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of 2 or more Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #5: Per the LAUSD School Experience Survey (SES), the majority of parents and students and teachers believe the campus is safe and the school culture is positive and supportive for learning. **Metric/Method for Measuring: LAUSD School Experience Survey**						
Applicable Student Groups	***2018-19 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide)	**Average of 76.4% for all responses to SES**	**Average of greater than 70 % for all responses to the SES.**				

English Learners		**Average of greater than 70 % for all responses to the SES**
Socioecon. Disadv./Low Income Students		**Average of greater than 70 % for all responses to the SES**
Foster Youth		*
Students with Disabilities		**Average of greater than 70 % for all responses to the SES**
African American Students		*
American Indian/Alaska Native Students		*
Asian Students		*
Filipino Students		*

Latino Students		**Average of greater than 70 % for all responses to the SES**
Native Hawaiian/Pacific Islander Students		*
Students of 2 or more Races		*
White Students		*

LCFF STATE PRIORITIES	
GOAL #3	
GALS considers parents to be integral partners in the education of our students. GALS removes barriers for parent participation to encourage and achieve strong parent engagement.	**Related State Priorities:** ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☒ 3 ☐ 6
	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal
Priority 3: Parent Involvement -Principal and over 40% of staff are bilingual. -All materials and meetings available in English and Spanish -At least nine Coffee with Principal held throughout the year. -At least two meetings per year for parents of unduplicated pupils or SPED students. -Parent Conferences held twice a year. -Monthly newsletters. -Principal available for one-on-one conversations with parents.

Expected Annual Measurable Outcomes						
Outcome #1: > 75% participation in parent conferences. Metric/Method for Measuring: Parent Conference Attendance Tracker						
Applicable Student Groups	***2019-20 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide and all Significant Subgroups)	**90% participation in parent conferences**	**> 75% participation in parent conferences**				
English Learners	**90% participation in parent conferences**	**> 75% participation in parent conferences**				
Socioecon. Disadv./Low Income Students	**90% participation in parent conferences**	**> 75% participation in parent conferences**				
Foster Youth	*****	*****				
Students with Disabilities	**90% participation in parent**	**> 75% participation in parent conferences**				

	confere nces	
African American Students	*	*
American Indian/Alaska Native Students	*	*
Asian Students	*	*
Filipino Students	*	*
Latino Students	**90% particip ation in parent confere nces**	**> 75% participation in parent conferences**
Native Hawaiian/Pacific Islander Students	*	*
Students of 2 or more Races	*	*
White Students	*	*

Outcome #2: At least 20 attendees at Coffee with Principal Meetings Metric/Method for Measuring: P-1, P-2 and Annual Attendance Reports						
Applicable Student Groups	***2019-20 Baseline***	***2020-2021***	***2021-2022***	***2022-2023***	***2023-2024***	***2024-2025***
All Students (Schoolwide and all Significant Subgroups)	**> 20 attendees at Coffee with Principal.**	**Average of > 20 attendees at Coffee with Principal.**				
English Learners	**> 20 attendees at Coffee with Principal.**	**Average of > 20 attendees at Coffee with Principal.**				
Socioecon. Disadv./Low Income Students	**> 20 attendees at Coffee with Principal.**	**Average of > 20 attendees at Coffee with Principal.**				
Foster Youth	*****	*****				
Students with Disabilities	**> 20 attendees at Coffee with Principal.**	**Average of > 20 attendees at Coffee with Principal.**				

African American Students	*	*
American Indian/Alaska Native Students	*	*
Asian Students	*	*
Filipino Students	*	*
Latino Students	**> 20 attendees at Coffee with Principal.**	**Average of > 20 attendees at Coffee with Principal.**
Native Hawaiian/Pacific Islander Students	*	*
Students of 2 or more Races	*	*

White Students	*	*

9. Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners

The program at GALS has been carefully designed to develop students to be self-motivated and competent, who view *themselves* as life-long learners:

- Self-motivated learners: Decades of research on true motivation found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered differentiated, hands-on instruction, (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

- Competent learners: Through "backwards design" and a relentless focus on student achievement data, teachers will ensure that learning objectives are met by students. Students will continuously be asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can 'own' their education and be successful and enthusiastic life-long learners.

- Life-long Learners: Beyond mastering specific skills and facts, students at GALS will learn *how* to learn. Student learning at GALS will be structured in the context of real-world scenarios with meaningful, integrated subject context for the individual learners. In this way, students actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students will develop a *lifelong* ability to continue to learn.

Instructional Design

10. Curricular and Instructional Design of The Educational Program: Key Educational Theories and Research

The foundation of our program is defined by three core values:

1. Single-gender Education
2. Knowing Students Well
3. Active Pedagogy

Single-gender Environment:
Our school design is predicated on the belief that a single-gender environment can realize powerful outcomes for adolescent girls. In 2006, Congress amended Title IX to specifically allow for single-gender instructional environments in public schools. According to the National Association for Single Sex Public Education, in 2004, 122 public schools offered at least one single-sex class and 34 public schools served just one sex were in operation. That number jumped 25-fold in 10 years: The New York Times reported in 2014 that 750 public schools offered at least one single-sex class and 850 entirely single sex public schools.[28] Some research has documented the success of these programs. A 2018 study by the Higher Education Research Institute, found that graduates from all-girls schools reported having stronger academic skills and overall were found to be more academically engaged. Additionally, girls reported having higher self-confidence, expressed greater community involvement, displayed higher levels of cultural competence, and exhibited increased political engagement.[29] Dr. Cornelius Riordan, an educational researcher and professor of sociology at Providence College, found that the performance of minority students in single-gender schools is stronger on all tests, on average, almost one academic year above that of their peers in coeducational settings.[30] A 2013 High School Survey of Student Engagement ("HSSSE") which was taken by nearly 13,000 girls compared the experiences of girls in co-educational environments with girls in single gender learning environments. The survey identifies several areas in which surveyed females that attended all-female educational environments reported increased preparedness for success including:

- Higher aspirations and greater motivation to learn (83.9% of students at all-girls schools compared to 66.1% of girls at coed public schools.
- Being challenged to achieve more. (80% of students at all-girls schools compared to 44.3% of girls at coed public schools)

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[28] www.nytimes.com/2014/12/01/education/single-sex-education-public-schools-separate-boys-and-girls.html

[29] Tiffani Riggers-Piehl, Gloria Lim, & Karen King, "Fostering Academic and Social Engagement: An investigation into the Effects of All-Girls Education in the Transition to University", Higher Education Research Institute, 2018.

[30] Cornelius Riordan, *Girls and Boys in School: Together of Separate* (New York: Teachers College Press, 1990). See, also, Cornelius Riordan, "Single-Gender Schools: Outcomes for African and Hispanic Americans," *Research in Sociology of Education and Socialization* (Vol. 18, 1994), 177-205.

- Active engagement in the learning environment (95% of students at all-girls schools compared to 80.4% of girls at coed public schools)
- Authentic self-expression (87% of students at all-girls schools compared to 58.1% of girls at coed public schools)
- Feeling more supported in their endeavors (96% of students at all-girls schools compared to 79.5% of girls at coed public schools)
- Academic gains (95% of students at all-girls schools compared to 76.6% of girls at coed public schools)[31]

In *Same, Different, Equal: Rethinking Single Sex Education*, Dr. Rosemary C. Salomone examines a significant amount of research evidence studies from the United States and abroad. She concludes her chapter titled "Research Evidence" with the following:

> "There appears to be strong evidence that single-sex schools and classes develop in students more positive attitudes toward certain traditionally more male or female subjects, whether math, science or technology for girls or foreign languages, English, arts for boys. These changed attitudes, in turn, may lead to more advanced course taking and ultimately broader career options. … And finally, there is a growing body of data pointing to academic and social benefits that disadvantaged minority students above all might derive from single sex programs." (p. 235)

She also states in her book:

> "All-girl settings seem to provide girls a certain comfort level that helps them develop greater self confidence and broader interests, especially as they approach adolescence."

Dr. Salomone, concludes her book, with the following thoughts:

> "For at least some students, and for reasons that we are just beginning to comprehend, it has become increasingly clear that the most effective way to reach that end (preparation for adulthood) is to offer an emotional and developmental "safe haven" apart from the other sex for at least a portion of their education, whether in particular classes or grades, across the curriculum, or in completely separate schools." (p. 243)[32]

<u>Single Gender Schools in Practice</u>

The success of the Young Women's Leadership Network (YWLN) demonstrates the ability of single-gender schools to provide high-quality education options and pathways to post-secondary opportunities for underserved, urban populations. YWLN operates five 6th – 12th grade public charter secondary schools that promote high-quality student learning opportunities in New York and 16 affiliated schools throughout the nation (California,

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[31] High School Survey of Student Engagement, Center for Evaluation and Education Policy (CEEP) (2013)

[32] Dr. Rosemary C. Salomone, *Same, Different, Equal: Rethinking Single Sex Education, 2003 pp 235-243*

Illinois, Maryland, Missouri, New York, North Carolina and Texas). Their schools provide a single-sex educational choice for predominantly low-income students who will be the first in their families to attend college. In their single-gender environment, students produce test scores, attendance rates, graduation rates, and college acceptance rates well above district averages.

The following statistics demonstrate the impact of the YWLN:

- TYWLS alumni achieve four-year college degrees at more than triple the rate of their peers.
- Since 2001, YWLN has helped more than 5,500 students enroll in college
- YWLN serves approximately 14,000 students in the 6th -12th grades.
- 98-100% of seniors from TYWLS of East Harlem graduate and have been accepted to college.[33]

Similar research has proven true at GALS:

Self-Efficacy at GALS: GALS conduct surveys on academic self-efficacy. Students were asked to complete a survey about how they feel about school, how they feel about themselves, and their school environment. At the time of the survey, more than 90% of the students were non-white, 22% were English Learners, 15% were Special Education students, and 88% were eligible for the Free or Reduced Price Lunch program.

The questions were written to gauge each participant's level of academic self-efficacy. Self-efficacy is a term that describes how people feel about themselves, think about their surroundings, make decisions and act based on those thoughts and beliefs. Individuals with low self-efficacy tend to have low self-esteem, do not believe in their own ability to succeed, are more easily discouraged by challenges, and have pessimistic thoughts about their own personal development. By contrast, individuals with high self-efficacy have a strong sense of confidence in their ability to take on and complete challenging tasks, are committed to goals despite setbacks, more readily explore new or creative environments. In terms of cognitive process, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking, which pays off in performance accomplishments.[34]

The survey was administered to all of the girls at the school during the 2017-18 school year. School administrators are interested in knowing if the program is working with regards to building confidence among their students, and will continue to survey cohorts of students over the course of their time at GALS.

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[33] https://www.studentleadershipnetwork.org/

[34] Jinks, J. & Morgan, V. (1999). Children's perceived academic self-efficacy: An inventory scale. The Clearing House: A Journal of EducaJinks, J. & Morgan, V. (1999). Children's perceived academic selfefficacy: An inventory scale. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 72(4) 224-230. DOI: 10.1080/00098659909599398tional Strategies, Issues and Ideas, 72(4) 224-230. DOI: 10.1080/00098659909599398

Results from the survey demonstrate that girls see themselves in a supportive environment. Students report that teachers like them regardless of how well or how poorly they perform in school. Additionally, they report that adults care if they do well. Students are optimistic about their future:

85% think they are smart,
95% think hard work translates into good grades,
70% agree that morning movement at GALS improves their ability to focus and learn,
93% believe they are a good science student
98% believe they will graduate from high school, and
96% believe they will go to college.[35]

The following statistics show the success at GALS:

- 96.5% Cumulative Attendance Rate (per P3 Annual Attendance Report)
- 0% Suspension Rates for the last three school years (per California Dashboard)
- 54.9% making progress towards English language proficiency (per California Dashboard)
- Per SBAC results, ELA scores grew from 30% at or exceeding grade level in 5th grade (the year before they arrived at GALS) to 50% at or exceeding grade level when they graduated in 8th grade. SBAC Math scores grew from 7% to 18% at or exceeding grade level.
- 28.9% EL reclassification (per California Dashboard)

In 2016, LAUSD opened the Girls Academic Leadership Academy (GALA), serving grades 6-12 in the mid-city area of Los Angeles. While GALA's population is significantly different from the population at GALS, per Dataquest from the CDE website, only 52% FRPL, 5% special education, and less than 1% English Learners, GALA has shown tremendous success using the single gender model. GALA's 2018-19 SBAC results show that 84% of students met and exceeded grade level for ELA and 64% of students met and exceeded grade level for Math.

There is precedent in California for an all-girls school. New Village Charter School, a public charter school authorized by LAUSD, has served pregnant and parenting and other at-risk girls in a single-gender environment since 2006. California also piloted six single-gender academies in the late 1990's, prior to the change in Title IX. Research studies completed by Amanda Datnow and Lea Hubbard conducted extensive qualitative interviews and observations in three of California's six single-gender pilot academies, finding that single-gender instructional environments had the capacity to allow students, especially those from chaotic home environments, to eliminate distractions present in co-ed environments and better focus on academic subjects.[36] While the researchers noted that the single-gender environment, in itself, was not enough to increase the potential for positive student outcomes, the single-gender environment combined with other positive attributes (e.g.,

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[35] GALS Self-efficacy survey administered by the University of Colorado, Denver July 2018
[36] Anthropology and Education Quarterly, Vol. 36, No. 2, pp. 115-131, ISSN 0161-7761, online ISSN 1548-1492. © 2005 by the American Anthropological Association.

positive student-teacher relationships) was a factor in more successful social and academic outcomes for the students who participated.[37]

Girls' Schools Build Female Leaders

Girls' schools are places where girls take center stage. Girls occupy every seat in student government, every spot on the yearbook and media club, and every position in the science club. In fact, every aspect of a girls' school, from the classroom to the athletic field to the academic program, is designed for girls. By subtracting boys, an all-girls education adds opportunities for girls.

Whether a girl wants to be an astronaut, ambassador, author, or attorney, we really feel that girls need to know, not just think, but really know, deep down – that there's nothing that can stand in their way. That's the incredibly important message girls' schools send to girls each and every day.

We believe that message, embedded in the nature of girls' schools, provides powerful, relevant advantages and creates the best environments for girls to learn, grow, and develop.

At their heart, girls' schools are places of leadership. Places where community and collaboration, agency and self-efficacy flourish. But most of all, girls' schools are places of incredible innovation.

Whether it was a school that was founded 200 years ago or two years ago, inevitably, it's a school that involves trailblazing, creating spaces where teachers can challenge limits, and inspiring girls to imagine and explore possibilities that perhaps they had never considered before.[38]

Transgender and Questioning Students

The Charter School affirms that it will comply with AB 1266 (2013) and all applicable state law regarding transgender or questioning students. The Charter School will make school facilities available to students of both genders who identify as girls. If a student transitions to a male gender while attending GALS, the student is permitted to remain enrolled. This has happened a couple of times in GALS Denver and the students have chosen to leave GALS and attend a school in a co-ed setting. However, transitioning students are welcome to remain at GALS. If a student does not identify as a gender and wants to attend GALS, the option would be made available to them as well.

Knowing Students Well:

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[37] For additional research, see: C.M. Watson, T. Quatman, E. Edler. Career Aspirations of Adolescent Girls: Effects of Achievement Level, Grade, and Single-gender School Environment. Sex Roles: A Journal of Research. May 2002

[38] National Coalition for Girls Schools, https://www.ncgs.org/advocacy/why-girls-schools/

The second core belief we have at GALS is that in order for our students and school to be successful, we must know each and every one of our students well. This starts with a small school environment. Students have the opportunity to participate in inclusive classrooms and have access to both the academic and physical curriculum to the extent that best serves their learning needs. They are known well in this environment that addresses their academic as well as developmental needs. Multi-layered intervention and support services, challenging expectations, and research-based instructional practices ensure that all students have the opportunity to achieve. All learning is personalized, with each student having an individual learning plan.

Students in every grade are part of a 18-20 student advisory group (called "Wellness Team") that explores the issues directly relevant to female adolescent development and ensures that every student is known well by an adult (called a "Wellness Coach") and a group of peers in the school. All core teachers serve as Wellness Coaches. Wellness teams meet daily at the beginning of each day and then when scheduled during weekly community meetings; wellness coaches keep track of student academic and social progress and serve as powerful mentors and resources for their students. Wellness coaches communicate with GALS admin and GALS teachers to ensure that GALS faculty are able to support students with both academics and social-emotional realities.

Wellness teams are intentionally and heterogeneously grouped to provide full diversity. Groupings are flexible. Changes can be made to place a girl in a group that is a better fit for her socially or relationship-wise with her peers and coach.

Wellness teams are then paired across grades 6, 7, 8 and form "Houses." These houses meet twice a month during community meetings and allow for students to draw on different levels of experience and perspective. Students and teachers loop together over multiple years. This design emphasizes our explicit goal of fostering leadership as cross-grade groupings provide a natural environment to work with one another and for leaders to develop. These goals are implemented through wellness team activities and full school community meetings.

Active Pedagogy:

Our third foundational value in designing our program is a focus on the health and wellness and daily movement needs of our students. According to a 2020 report by the U.S. Department of Health and Human Services, more than 80% of adolescents do not do enough aerobic physical activity to meet the guidelines for youth.[39] According to a 2015 report by the same department, there is a gender gap for adolescent physical activity: only 13 percent of adolescent girls get enough exercise, compared to 30 percent of adolescent

[39] U.S. Department of Health and Human Services. *Healthy People 2020.* Available at: http://www.healthypeople.gov/2020/default.aspx.

boys.[40] By age 14, girls are dropping out of sports at twice the rate of their male counterparts.[41] In high school, 35% of high-school boys but only 18% of high-school girls report participating in at least 60 minutes of daily physical activity.[42] This data is compounded by socioeconomic status: approximately 30% of children from low-income households (<$25,000 per year) compared to 12% of children from high-income households (≥$100,000 per year) engage in no sport activity during the year.[43]

According to a 2015 report by the National Women's Law Center, girls of color receive far fewer sport opportunities than white girls, white boys, and boys of color. Additionally, 40% of heavily minority schools have large female opportunity gaps in sport, compared to 16 percent of heavily white schools. Furthermore, white girls are more likely than girls of color to participate in sports outside of school, meaning school-sponsored opportunities for sport are that much more important for girls of color.[44]

Physical activity has myriad positive cognitive and behavioral effects that support academic achievement. According to a 2016 study, even a single bout of exercise has consistent cognitive and behavioral effects, including improved executive functions, enhanced mood states, and decreased stress levels. According to this same study, exercise supports one's ability to think creatively, make decisions, focus, and retrieve key information, with a demonstrated improved ability to focus on a task for up to two hours after a single bout of exercise.[45] Physical activity enhances basic cognitive functions related to attention and memory, which facilitate learning and underlie academic performance.[46]

Dr. John J. Ratey's 2013 book *Spark: The Revolutionary New Science of Exercise and the Brain*, Dr. Ratey writes that exercise improves learning on three levels:

> "First, it optimizes your mind-set to improve alertness, attention, and motivation; second, it prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information; and third,

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[40] U.S. Department of Health and Human Services. (2015). *Dietary guidelines for Americans: 2015-2020*. Retrieved from https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf - PDF

[41] Girls drop-out at different rates depending on where they live. Sabo, D. and Veliz, P. (2008). Go Out and Play: Youth Sports in America. East Meadow, NY: Women's Sports Foundation.

[42] Centers for Disease Control and Prevention. 2017 High School Youth Risk Behavior Surveillance System. Atlanta, GA: U.S. Department of Health & Human Services;2017.

[43] The Aspen Institute: Project Play. State of Play 2017: Trends and Developments. Washington, D.C. 2017.

[44] "Finishing Last: Girls of Color and School Sports Opportunities." *National Women's Law Center*, National Women's Law Center and the Poverty & Race Research Action Council, 2015, prrac.org/pdf/GirlsFinishingLast_Report.pdf.

[45] Basso, Julia C., and Wendy A. Suzuki. *The Effects of Acute Exercise on Mood, Cognition, Neurophysiology, and Neurochemical Pathways: A Review*. Center for Neural Science, New York University, New York, NY, USA, 2017, static1.squarespace.com/static/5651cdc8e4b03de1aca6c145/t/5a944ee9f9619a83af8d6385/1519668971239/Basso_Suzuki_2017.pdf.

[46] Committee on Physical Activity and Physical Education in the School Environment; Food and Nutrition Board; Institute of Medicine; Kohl HW III, Cook HD, editors. Washington (DC): National Academies Press (US); 2013 Oct 30

> it spurs the development of new nerve cells from stem cells in the hippocampus."[47]

Moreover, physical activity increases the production of brain-derived neurotrophic factor (BDNF), a naturally occurring growth hormone that is responsible for the creation of new neurons (also known as neurogenesis). Higher levels of BDNF are associated with increased intelligence, mood, productivity, and memory.[48]

Not only does physical activity have positive cognitive and behavioral effects on academic achievement, but becoming active is also an essential part of the self-development process. Some of the distinct benefits of engaging in physical activity for women include an enhanced body image, self-esteem, and sense of confidence.[49] In addition, the *Journal of Adolescent Research* study found that female athletes and girls who exercise regularly are less likely to be sexually active and to become pregnant.[50] Engaging in healthy behaviors in middle school is ideal for instilling leadership skills that will evolve throughout adolescence and into adulthood.[51] Additionally, the social-emotional and mental health benefits of physical activity are vast, including associations with stress management, team-building, relational awareness, and emotional health.[52] At GALS, all of this research informs Movement as a core structure of our school model: all students and teachers engage in physical activity as their first period of the day in order to optimize the effects that it has on the brain, emotions, and the body.

GALS honors the youthful expression of athletic spirit found in today's young women, ties it to intellectual analysis and moral decision-making based on the rules of competition and fair play, and builds on this vitality as an organic pathway towards leadership. In a 2002 study of female business executives, 82 percent of women executives surveyed reported playing organized sports after grammar school, including school teams, intramurals or recreational leagues.[53] They attribute their ability to compete in the world-at-large to a

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[47] Ratey, John J., and Eric Hagerman. *Spark: the Revolutionary New Science of Exercise and the Brain*. Little, Brown, 2013.
[48] Ratey, John J., and Eric Hagerman. *Spark: the Revolutionary New Science of Exercise and the Brain*. Little, Brown, 2013.
[49] President's Council on Physical Fitness and Sports. Physical Activity & Sport in the Lives of Girls. 1997
[50] T. Dodge, T. , and J. Jaccard. "Participation in athletics and female sexual risk behavior: The evaluation of four causal structures." Journal of Adolescent Research. 17: 42-67.
[51] Dorrance, 1996; Simon & Martens, 1979; Shields & Bredemeir, 1995. See also John Ratey. Spark: The Revolutionary New Science of Exercise and the Brain. New York 2008
President's Council on Physical Fitness and Sports. Physical activity promotion and school physical education. Physical Activity and Fitness Research Digest. Sept 1999; John Medina. Brain Rules. Seattle 2008; James Sallis, et al. "Effects of Health-related Physical Education on Academic Achievement: Project SPARK". RQES June 1999; Dawn Podulka Coe, et al. "Effect of Physical Education and Activity Levels on Academic Achievement in Children". American College of Sports Medicine. 2006; Howard Taras. "Physical Activity and Student Performance". Journal of School Health. August 2005. Vol. 75, No. 6.
[52] "GALS School Profile by the Chan Zuckerberg Initiative." *The Chan Zuckerberg Initiative*, The Chan Zuckerberg Initiative, 2020, www.ncgs.org/wp-content/uploads/2020/03/20_0113-CZI-CSD-CaseStudy-GALS.pdf.
[53] Game Face, From the Locker Room to the Boardroom: A Survey on Sports in the Lives of Women in Business Executives, Feb. 2002

skill set that was first introduced and nurtured in their youth through sport and physical activity. Due to this philosophical foundation, students have the opportunity to explore the same four skills articulated in our physical education curriculum: power, focus, flexibility and balance. In terms of their relationship to character development and academic mastery as they align with 21st century work readiness skills, these attributes will serve to support curriculum development as well as measures of achievement through student reflection in core subjects and structures such as student-led conferences and portfolio presentations.

Teaching at GALS is centered on the belief that movement enhances learning and whole-student growth and development. Our movement pedagogy is based on the positive correlation between physical activity, cognition, social-emotional awareness, and neuro-developmental growth. By not only starting each day with movement, but also infusing movement throughout the entirety of the school day, we emphasize the importance of holistic, kinesthetic, mind-body awareness and its positive effect on social, emotional, and academic success. We engage our bodies in service to our brains.

The GALS embodied learning model is broken into three primary strategies during academic classes: movement as brain boosts, movement to deliver/review content, and movement to enhance content.

Brain Boosts:
Short 3-5 minute activities that give students the opportunity to re-engage, wake up their brain, or prep for a lesson transition. Brain boosts can be small motor-skill activities or larger more dynamic activities involving full body movement. Most of these activities can take place in the classroom or the hallway.
Examples include:

- One-song workouts: different cardio activities such as jumping jacks, burpees, and squats repeated for the length of one song played on classroom speakers)
- Eyeball tag: students sit on chairs in a circle with their heads down. The facilitator stands in the middle and calls a word that's the cue for everyone to look up and hold eye contact with one other person. This game can be played as a way to partner students. If you both make eye contact- you're partners! It can also be played more actively, when two students make eye contact, they have to swap seats, including the facilitator. The one remaining in the middle without a seat becomes the facilitator of the next round.
- Hand hockey: Best played in the hallway or classroom with desks & chairs moved aside. Students stand in a circle with their feet spread about 2-3 feet apart and the outer edge of their shoe against the partners on either side. A soccer ball is placed in the middle and students tap the ball, trying to score a goal through their classmates feet. If the ball goes through someone's feet, they do a movement such as five jumping jacks, then come back to the game losing one hand. If it happens again, they do the movement and lose both hands. If a player shoots the ball through the feet of another player who has lost both hands, that student completes the movement and loses one of their hands.

Delivering Content through Movement:
These are teacher-guided classroom activities, approximately 10 minutes in length, that allow students to move in order to learn. They are applicable across all content areas as strong pedagogical techniques for delivering or reviewing content.
Examples include:

- Mingle Mingle: Teacher repeats "mingle, mingle, mingle" (often with a quick dance move on the 3rd "mingle." When the teacher calls "pair," students pair up with whichever classmate is closest to them. Then, the teacher delivers a content related review question and the pair discusses. This is an active, engaging way to facilitate content review and communication protocols.
- Movement Multiple Choice: Students demonstrate their selection from a multiple choice review through the associated movement. For example, answer A = 3 squats, answer B = tree pose, answer C = 3 high knees.
- Four Corners: each corner of the room represents an option choice. For example corner 1 = strongly agree, corner 2 = somewhat agree, corner 3= somewhat disagree, corner 4 = strongly disagree. Corners can also represent A-D multiple choice questions. Students move to their selected corner after the teacher reads a prompt. Students discuss in small groups at their corner then justify their answer to the class.

Enhancing Content through Movement:
These are instructional strategies, approximately 20 minutes in length, where content is primarily delivered through full-body investment in an activity. These movement activities lend themselves to deepening student understanding of the material and are often content-specific. Students with a 504 plan or with Disabilities will be accommodated.
Examples include:

- Human Numberline / Human Grid: The math teacher lays a number line or coordinate graph on the floor using painters tape or other material. Students represent points or algebraic transformations through moving their bodies from one coordinate to another.
- Experiential Trading and Taxation: The history teacher creates station displays around the room to represent different regions of West Africa/Taghaza. Students are assigned roles. Some students "carry" salt across the desert to meet the traders. Students in the middle collect gold as the salt traders "cross" the desert. In debrief, students will discuss how gold collectors earned so much wealth by collecting taxes of traders.
- Atom Ball: This game is played by the whole class, split into two groups. The science teacher lays out two circles of cones with five of three different types/colors of balls to represent protons, neutrons, and electrons. Balls are scattered around the room/court/gym. The two teams race against each other to get five of two types of balls (protons and neutrons) in the middle of their cone circle with five of the last type of ball on top of the cones (electrons in an orbit). Students may only use their feet to transport the protons and neutrons, but can throw the electrons.

<u>Curriculum and Instruction</u>

GALS' integrated and balanced instructional approach will provide a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. To be clear, instruction at GALS starts first with the "state standards," including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Framework, English Language Development (ELD) Standards, and the remaining State Content Standards and frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Purchased curricular materials described in the sections below will be used as a basis upon which teachers will build.

Teachers will collaboratively plan units of study using the 'backward design' guidelines described in Understanding by Design (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences." There are three steps to this process:

1. Identify Desired Results: Beginning with the standards, teachers will determine a three-tiered hierarchical set of learning expectations:

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

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a "big idea" having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires "uncoverage" to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. Aligning Assessments to the Desired Results: Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including:

- Formative and summative assessments including online assessments, quizzes or tests aligned with the style students will encounter on standardized-assessments
- Checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects.

Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

Differentiating Instruction to Meet the Needs of All Learners: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Some examples of these strategies are:

- Intteractive Read Aloud
- Learning feeback that is detailed and speciifc
- Higher-level questioning with question stems

Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement[54]. Some examples of these strategies are: from Robert J. Marzano's Nine High-Yield Strategies, from Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Two of the nine strategies that are most effective, idetifiny similarities and adifferences and summarizing and note taking are used nearly daily. Examples of how this looks in the classroom: sketch to stretch, affinity diagrams, Frayer model, quick writes, and column notes.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Teachers do this by assessing student exit tickets and student mastery of standards. This data is kept in a data management system such as Illuminate that allows teachers to review their student mastery of standards and revisit standards as needed. Our instructional program will be driven by student data gathered by the teachers in order to make informed decisions about assessment, curriculum, pedagogy, and student services. As an example, if a teacher observes that the majority of the students in a class have mastered a CCSS, but that 1-2 students have not mastered the standard, the teacher will likely recommend the students attend tutoring to reinforce the material. If that does not lead to mastery, a teacher may recommend the student for the MTSS process to identify further supports that are needed. Teachers will continuously look at student work and questions in order to inform, structure and refine their instructional practice.

[54] Schooling By Design: Mission, Action, and Achievement. ASCD 2007; Tomlinson, Carol Ann, How to Differentiate Instruction in Mixed Ability Classrooms, (2nd ed.) Alexandria, VA: ASCD-Association for Supervision and Curriculum Development.

11. Key Features and Components Of The School's Educational Program By Subject Area

a. English Language Arts (Core)

Proficiency in reading and writing is essential to academic mastery. In general, GALS' culture of literacy is defined by actively engaging in common practices; reading, writing and language development are integrated into all subject areas as a means to both teach content and to develop literacy skills. Teachers in each subject area expose students to reading, writing, language and vocabulary through the lens of their particular academic field. As a result, students have the opportunity to become versed in a wide variety of genres, perspectives, formats, and sources.[55] In addition to this integrated approach, students in every grade attend an English Language Arts class five days a week in order to reinforce explicit skills and strategies. Middle school ELA classes focus on skill building in areas like grammar and mechanics, organization, comprehension, analysis and academic vocabulary. Additional literacy support is available for students performing below grade level through our daily schedule that allows for intervention seminar classes and weekly teacher office hours.

The English Language Arts standards for public schools in California -- including the Common Core State Standards -- establish high expectations for all students, with the goal that all students "become effective language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their lives." [56] The integrated curriculum at GALS will provide daily occasions for teachers to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.

GALS' English Language Arts program is designed to ensure that, on a daily basis, all students engage in reading, writing, speaking and listening activities. This provides GALS students the opportunity to become fluent readers who comprehend and value literature, competent writers, articulate speakers and thoughtful listeners who can communicate effectively. To support a wide range of learners, including our subgroups of English Learners or those with learning disabilities, the ELA program is supplemented with leveled readers and books from the CDE-recommended reading lists as well as individually differentiated informational texts through the Achieve3000 web-based reading program.

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[55] Barron, P.E. What jobs require: Literacy education, and training, 1944-2000. 2000 Washington, D.C. Educational Testing Service. Retrieved from ets.org/media/research/pdf ACT. 2005.

[56] Taken from the introductory message by Jack O'Connell, former State Superintendent of Public Instruction, regarding the ELA standards.

Additionally, the ELA department may supplement the Expeditionary Learning Curriculum and Achieve3000 reading program with state-vetted standards-aligned mini-lessons and materials from the Smarter Balanced Digital Library. Teachers incorporate blended-learning lessons, allowing for stations and small group work time often utilizing a variety of technology. Students become proficient in Google Apps for Education such as Google Docs, Google Slides and Google Forms. Teachers also utilize the California State Interim Assessment Benchmarks and Practice Exams to support students with becoming familiar with computer-based standardized assessments.

Reading instruction at GALS incorporates shared reading, guided reading, audio books, and independent reading. Teachers incorporate different strategies and approaches in order to meet the diverse needs of all students. Students receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice both independently and in small groups.

The ELA department uses the Expeditionary Learning curriculum.[57] Each module integrates reading of central texts with writing tasks.

[57] ELA Curriculum: Grades 6-8 Curriculum Plan. Retrieved from https://eleducation.org. Public Consulting Group, Inc. 2013.

EL Education

ELA CURRICULUM:
GRADES 6-8 CURRICULUM PLAN

		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives	Module 4: Research, Decision Making, and Forming Positions
GRADE 6	Topic	**Myths: Not Just Long Ago**	**Rules to Live By**	**The Land of the Golden Mountain**	**Insecticides: Costs vs. Benefits**
	Central Texts*	RL—*The Lightning Thief*, Rick Riordan	RL—*Bud, Not Buddy*, Christopher Paul Curtis RI—"Stanford University Commencement Address," Steve Jobs	RL—*Dragonwings*, Laurence Yep RI—"Comprehending the Calamity," Emma M. Burke	RL—*Frightful's Mountain*, Jean Craighead George RI—"The Exterminator," Kristen Weir
	Writing Tasks**	• Literary Analysis—Connecting Themes in Cronus and *The Lightning Thief* (RL.6.2, W.6.2, 6.9) • My Hero's Journey Narrative (RL.6.3, W.6.3)	• Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) • Research/Inform: "My Rule to Live By" (RL.6.3, W.6.2)	• Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View? (W.6.2, 6.9) • Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)	• Research Simulation (W.6.7, 6.8, 6.9) • Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)
GRADE 7	Topic	**Journeys and Survival**	**Working Conditions**	**Slavery: The People Could Fly**	**Screen Time and the Developing Brain**
	Central Texts*	RL—*A Long Walk to Water*, Linda Sue Park RI—"Sudanese Tribes Confront Modern War," Karl Vick	RL—*Lyddie*, Katherine Patterson RI—"Commonwealth Club Address," César Chávez	RI—*Narrative of the Life of Frederick Douglass* (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.
	Writing Tasks**	• Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) • Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)	• Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) • Consumer's Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)	• Literary Nonfiction Analysis: Analyzing Douglass's Position in the *Narrative* (RI.7.2, 7.6, W.7.2, 7.9) • Children's Book to Retell an Episode from the *Narrative* (W.7.3, 7.9)	• Research Simulation (W.7.7, 7.8, 7.9) • Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)
GRADE 8	Topic	**Finding Home: Refugees**	**Working with Evidence: Taking a Stand**	**Japanese American Relations in WWII**	**Sustainability of World's Food Supply**
	Central Texts*	RL – *Inside Out & Back Again*, Thanhha Lai* RI—"The Vietnam Wars," Tod Olson	RL—*To Kill a Mockingbird*, Harper Lee RI—"Equal Rights for Women," Chisholm RI—"Ain't I a Woman?" Sojourner Truth	RI—*Unbroken: A World War II Story of Survival, Resilience, and Redemption*, Laura Hillenbrand	RI—*The Omnivore's Dilemma: The Secrets Behind What You Eat*, Michael Pollan (Young Readers' Edition)
	Writing Tasks**	• Literary Analysis: Explain the Significance of the Novel's Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) • Research-based Free Verse Narrative Poems: "Inside Out" and "Back Again" (RI.8.1, 8.2, W.8.3, 8.9)	• Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) • Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11)	• Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) • Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3)	• Research Simulation (W.8.7, 8.8, 8.9) • Position Paper: Which of Michael Pollan's Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)

* This plan shows most full-length books all students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.
** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).
For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: "Water Is Life".

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In 6th through 8th grade, the CCSS ELA standards are fully implemented. Teachers engage in vertical collaboration, aligning common skills, practices, and standards as presented in the Expeditionary Learning curriculum and Common Core State Standards. Lesson plans in ELA classes utilize close reading, historical fiction and informational text, which are articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. Differentiated instruction is provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, intervention specialists, and the Leadership Team (Principal and Assistant Principal) all work to move struggling students towards grade-level reading proficiency. The Principal and Assistant Principal work extensively with the teachers during professional development data days to help identify students in need of support and to work with the teachers to develop strategies to re-teach or review the standards needed for students to approach grade-level. The Leadership Team and the teachers also make considerations for schedule adjustments at the start of the semester to best provide students with targeted instruction in a class that meets their needs.

Teachers weave writing opportunities into daily instruction in the form of do-nows, response to journal prompts, as well as major essay topics. They provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published

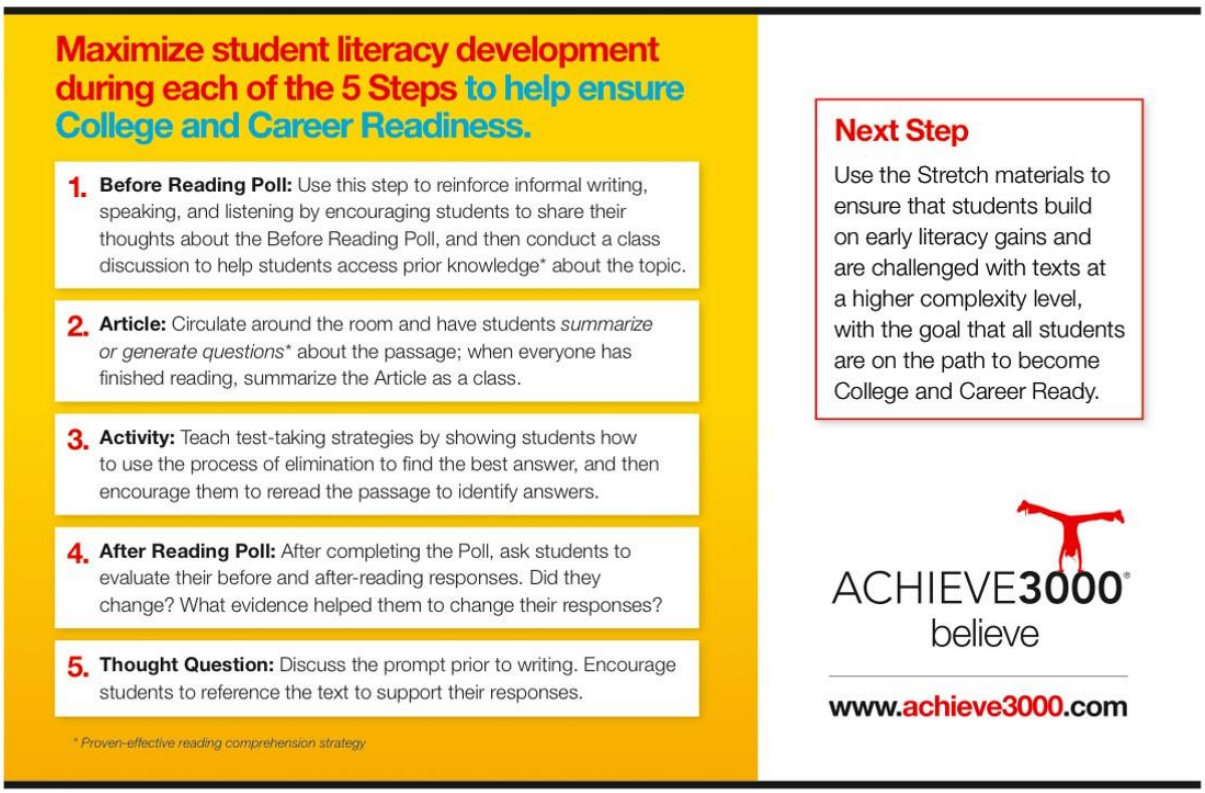
literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students apply learning from a teacher's skill-building lesson, move themselves through the writing process and often engage in partner talk to help focus and develop ideas. Students understand how to access materials and information from around the room (charts, posters, notebooks, word walls, sentence stems, notes, exemplars). The teacher uses independent writing time to take quick inventories of the class, confer formally and informally with students and track student progress. Sharing takes a variety of forms, including One Mic, pair-share, popcorn around the room, or modeling exemplars using a doc cam and projector. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move toward.

The ELA curriculum in grades 6, 7, and 8 increases in level of complexity of text selections and writing structures. Students are able to grapple with different texts and analyze the development of elements throughout each text, comparing and contrasting the writer's purpose, and analyzing the validity of evidence presented. As the CCSS strands increase in rigor from grades 6 to 7 to 8, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all students can successfully achieve at the rigor of the particular grade level. Teachers utilize the Expeditionary Learning Curriculum Maps[58] to support with backwards planning each unit, referencing both central and supplemental texts, performance tasks, mid-unit assessments, and the looping of CCSS across units.

Sixth Grade English Language Arts: In sixth grade, the curriculum focuses on building fluency and comprehension of both fiction and non-fiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres. Reading progress is closely monitored to ensure success in these critical skills. Regular teacher/student conferences and small group stations help teachers to assess students' reading progress. Starting in 6th grade, students are trained on how to engage with the five (5)-steps protocol for each Achieve3000 lesson. The informational texts can be assigned by the teacher, in connection to the content of the current unit. Students may also utilize the search feature to choose from thousands of differentiated articles including women in STEM, traditions celebrated during Asian Pacific American Heritage Month (APAHM), and persuasive articles on whether dogs should be allowed in court to keep child witnesses calm. During department meetings, ELA teachers analyze reading fluency data to identify skills students require support in such as using context clues for determining higher level vocabulary words or discerning between the main idea and supporting details. Teachers are not the only ones to utilize the reading data populated in Achieve3000. They teach students how to access their own Lexile growth in the website. Students are motivated by seeing their own reading chart and rise to the challenge of completing four or more articles each week. Students also learn how to manipulate the Career Center, a portal

[58] Curriculum Maps: Grades 6-8 Implementation Support. Retrieved from https://eleducation.org/resources/curriculum-maps-grades-6-8. Public Consulting Group, Inc. 2013.

within Achieve3000 that educates students on a variety of career options and prerequisites for the job path including goal Lexile Level and educational requirements.



Writing includes explicit instruction in grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing process. Both the reading and writing include a strong focus on vocabulary development. In addition to Achieve3000, 6th grade ELA integrates such applications as interactive notebooks in Google Slides, speaking and listening practice in Flipgrid and Screencastify, and interactive unit-aligned activities in Nearpod.

Seventh Grade English Language Arts: In 7th Grade, students build on the foundations learned from 6th grade. Teachers integrate writing skills and help students develop a stronger sense of writing for a specific audience with increased opportunities for formal writing, Students identify analogies, idioms, metaphors, and similes. Seventh Grade English includes the correct use of modifiers and active voice. Students correctly use infinitives, participles, pronouns and antecedents. They identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling reflect standards for grade-level proficiency. Students use the writing process and grade-level appropriate revising and editing strategies to compose:

- fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence

- research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English students continue to experience both self-selection of topics and responding to assigned prompts. They also develop word processing skills, with programs such as Hyperdocs in Google Docs and interactive notebooks in Google Slides.

Eighth Grade English Language Arts: In 8th grade, students build on the skills learned in 6th & 7th grades and integrate higher level reading and writing skills to prepare for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. The class also incorporates non-fiction texts from science and history to prepare students for high levels of reading and writing in the content areas. Eighth Grade English includes a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students begin a study of the history of the English language and the influence of common word origins. Reading and writing are blended, in alignment with Advanced Placement high school courses and college level English classes. Students are able to independently apply the reading strategies gained in grades 6 and 7, including close reading of complex texts, the use of academic discourse with less use of predetermined sentence frames, analyze their writing products against a rubric and self-assess both their current levels of mastery and plan to increase mastery and integrate informational text from science and history into ELA writing assignments that align with the CCSS ELA standards and integrate the Literacy anchor standards.

Students analyze nonfiction texts using compare and contrast and proposition and support patterns. They find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students evaluate the unity, coherence, internal consistency, and structural patterns of a text. Eighth grade students study different forms of poetry—elegy, ode, sonnet, ballad, couplet, epic, and lyric. They use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. Most of the assigned texts in Eighth Grade English have historical significance, and many will tie in with the United States history standards.

Students in 8th Grade English continue to write clear, coherent, and focused essays that also reflect the author's personal style. Greater emphasis is placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class

also integrates technology and public speaking, as students create presentations, using such applications as Google Slides, EdPuzzle, Prezi, and iMovie.

Students in 8th grade may write:

- biographies
- autobiographies
- short stories
- narratives
- responses to literature
- research reports
- persuasive compositions
- documents related to career development, including applications and business letters
- technical documents
- high school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.

b. English Language Development/English as a Second Language (Core)

All GALS teachers provide Integrated ELD in core classes using strategies such as Specially Designed Academic Instruction in English (SDAIE) and "Into, Through, and Beyond" as described in a later under Sheltered Instruction/Specially Designed Academic Instruction in English. Additionally, English Learners take the English Essentials Designated ELS seminar class. Taught by a credentialed teacher with ELD authorization, this course aims to help students with reaching proficiency in ELD standards. All GALS teachers are also trained in second language acquisition and ELD strategies by the Synergy Academies Language Specialists through the LAUSD Charter Operated Programs. A detailed explanation of the ELD program can be found in section 27. English Learners (EL).

c. Mathematics (Core)

Mathematical skills are essential to empowering students to be prepared for a wide range of college and career paths. At GALS, math is taught in an inquiry-based manner as emphasized by the National Council of Teachers of Mathematics (NCTM) standards. Students attend math class daily all three years at GALS, but in an effort to stress the authentic application of skills, content and skills are also integrated throughout investigations within other disciplines such as science and humanities when applicable. This approach encourages students to find patterns and relationships, to become flexible

problem-solvers, to articulate their reasoning, and to become meta-cognitive about their strategies; essentially, it promotes the ability to think and act like mathematicians. Teachers at GALS cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Additionally, teachers administer the Smarter Balanced Interim Assessment Benchmarks (IABs) periodically throughout the year to ensure that students are prepared for the computer-based state standardized test, Smarter Balanced Summative Assessments, at the end of the year.

To achieve these goals, students in grades 6-8 utilize Eureka Math and Illustrative Mathematics, CCSS standards-based curriculums that help students develop important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number sense, geometry, measurement, algebra, probability and statistics. The curriculum teaches students to reason and communicate proficiently in mathematics through a unit-based approach. Both curriculums explicitly integrate the eight Standards for Mathematical Practice. Depending on the math lesson, the practices are applied individually or together. Often two or more practice standards are present in well-designed CCSS-aligned lessons.

Both Eureka Math and Illustrative mathematics meet alignment expectations for all three grade levels (6th, 7th, and 8th) per Edreports.org as noted on the California Curriculum Collaborative. [59] Eureka Math and Illustrative mathematics were chosen for GALS because their design aligns with the philosophical foundations of an inquiry-based, real-world curriculum. The selected curriculums are also aligned to the mathematics areas noted in the SBAC student score reports: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning. All students in grades 6-8 receive instruction in both Math Procedures and Math Problem Solving. Math Procedures focus on the procedural fluency, problem solving skills, and core knowledge and skills that the CCSS Mathematics standards require. GALS ensures that students develop discrete mathematical skills. GALS will provide this balance by using an assessment cycle that evaluates students' transfer of knowledge within the conceptual inquiry of these curriculums to more traditional math tasks so that teachers can be instructionally responsive in skill-based blocks.

Sixth grade math reinforces basic skills, procedural computation, and conceptual understanding. Students master strategies needed for learning facts, working computation problems, and solving story problems. Math concepts are not taught in isolation, but are constantly reinforced. Sixth grade math reinforces the skills learned in the previous year, with an emphasis on application and problem solving. Math fluency gaps are addressed in sixth grade through skill practice for basic multiplication and division facts through XtraMath and Ironbox Education. Math fluency extends beyond multiplication and division facts in 7th and 8th grade. Through the Core Advantage, a teacher-designed math fluency system by Ironbox Education. This supplemental curriculum builds fluency in fractions, proportions, integers, and other topics in a way that makes sense to students, especially students with a history of low achievement in math.

59 https://www.calcurriculum.org/reports/math.html

Seventh Grade Pre-Algebra prepares students for Algebra in eighth grade. By the end of seventh grade, students are skilled at manipulating numbers (constants and variables) and solving equations. They are able to factor numerators and denominators and use exponents. Students are able to use the Pythagorean Theorem to solve problems, computing the length of an unknown side of a triangle. Students are able to convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students are able to convert between fractions, decimals, and percentages. They continue to practice with ratio and proportions, compute percentage s of increase and decrease, and compound interest. Students graph linear functions and understand the concept of slope.

Eighth Grade Algebra is a one-year college-preparatory algebra course. Students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. Students graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

d. History (Core)

GALS students attend history classes five (5) days a week. The curriculum incorporates the acclaimed History Alive! (6-8) TCI program. This curriculum meets the instructional materials criteria noted in Chapter 23 of CA History Social Science Framework. The TCI curriculum includes structured, research-based lessons that are highly interactive and build critical reading and thinking skills.[60] Additional, appropriate primary and secondary resources are chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Primary and secondary resources are chosen by relevance to the topic and are standards-aligned.

The History Alive curriculum includes the following components:

- *History Alive! The Ancient World* – grade 6
- *History Alive! The Medieval World and Beyond* – grade 7
- *History Alive! The United States Through Industrialism* – grade 8

[60] History Alive! California Standards Mastery Guide for Teachers, http://info.teachtci.com/forum/connections/6_CA_Stndrds-TOC.pdf

Each of the curriculum guides for each grade includes detailed alignment with CCSS and each lesson addresses one or more standards.

In teaching social science, teachers use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners. To further increase understanding and motivation, history will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Teachers will provide students with access to primary and secondary historical sources, graphs, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. Teachers supplement the curriculum with Document Based Questions (DBQs). Activities from The DBQ Project invite students to examine, analyze, and infer from primary and secondary sources and answer open-ended questions about a time in history using claims and evidence.

The history department aligns their use of the Stanford History Education Group's four Thinking Like a Historian Skills (chart below)[61]. They include a combination of sourcing, contextualization, corroboration, and close reading when delivering each unit.

[61] Historical Thinking Chart. Retrieved from https://sheg.stanford.edu/history-lessons/historical-thinking-chart. Stanford History Education Group.

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	• Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not?	• Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose	• The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	• What claims does the author make? • What evidence does the author use? • What language (words, phrases, images, symbols) does the author use to persuade the document's audience? • How does the document's language indicate the author's perspective?	• Identify the author's claims about an event • Evaluate the evidence and reasoning the author uses to support claims • Evaluate author's word choice; understand that language is used deliberately	• I think the author chose these words in order to . . . • The author is trying to convince me . . . • The author claims . . . • The evidence used to support the author's claims is . . .

STANFORD HISTORY EDUCATION GROUP SHEG.STANFORD.EDU

In alignment with the ELA department, history teachers reinforce close reading strategies of annotation, text comprehension, dialogue protocols, and writing processes. Teachers infuse movement into their lessons through role plays, character seminars (when students take on a perspective and make a claim from that side), and debates in period-appropriate clothing and accessories to address issues from the past.

Because history is taught in an integrated instructional block, students will also read fictional texts related to history content, further increasing their motivation and understanding. Additional integration of history curriculum may occur in the math science blocks, when students study and observe the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips, both in-person and virtual. While covering the history standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening and speaking standards through history content. For example, students will apply reading comprehension and vocabulary strategies to their history text and will complete assessments in which they demonstrate history content knowledge along with writing and speaking standards. The ELA and History departments meet several times throughout the year to align common reading and writing norms across grade levels and contents.

Grade 6 – Ancient Civilizations

In alignment with CCSS, the sixth grade history curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students examine reasons behind the rise and fall of civilizations and will analyze the ways in which ideas from these civilizations transformed the world in which we live. Students access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs. In this way, students constantly reinforce and utilize skills learned in other content areas.

Grade 7—Medieval and Early Modern Times

Seventh Grade History teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course begins with a study of the fall of the Roman Empire Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

Grade 8—U.S. History

Eighth Grade history covers American history from colonization of the Americas up to the rise of industrialization in the early 1900s. Students study the foundations of Constitutional ideals and principles from Britain and the American Revolution. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Students also study the change and continuity of American politics, citizenship, and society. Throughout the course, students make connections to contemporary social, political, and economic issues through instructional strategies such as pinwheel discussions, Socratic seminars, simulations, and re-enactments.

e. Science (Core)

Our rigorous science curriculum is aligned to the Next Generation Science Standards and offers deep content knowledge and teaches authentic inquiry skills in order to spark student interest and adequately prepare them for higher levels of study.[62] Science classes occur daily.

Our science program will be informed by Mosa Mack and Kesler Science and aligned with CA Preferred Integrated Course Model for Grades Six Through Eight as noted in Chapter 5

[62] J.G. Brooks and M.G. Brooks. *In Search of Understanding: The Case for Constructive Classrooms.* 1999.

of the CA Science Framework. These curriculums are fully aligned to NGSS and provide hands-on investigations, student resources, laboratory experiences, and projects. Additionally, the CA State approved Science Education for Public Understanding Program (SEPUP) by Lab-Aids is included as a resource for our science curriculum as well. Issues and Science for California was officially adopted in November 2018 by the California State Board of Education. The document linked here shows how Issues and Science for California developed by SEPUP, aligns with the CA Preferred Integrated Model for the Next Generation Science Standards and Common Core documents. Though the neither CAST nor its item specifications are intended to guide instruction, faculty include the CAST practice tests and training tests, when appropriate. Teachers utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students' own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another. In addition to the science standards, SEPUP reinforces many mathematics, language arts and history standards. In this way, life and earth sciences will be connected to economics and history. Students will see connections between the physical sciences and their present reality, history and economics.

Grade Level Course, Designed for California (https://www.lab-aids.com/california)

Grade 6 | Issues and Science for California

Course Cross-Cutting Concept: Energy and Matter

Students investigate the types and transfer of energy in a variety of systems, from living things to earth processes, including climate and weather systems.

Units in Grade 6

Land, Water, & Human Interactions
Energy
Weather and Climate
Body Systems
From Cells to Organisms
Reproduction

Grade 7 | Issues and Science for California

Course Cross-Cutting Concept: Systems and System Models

Students model and explain the interactions of living and nonliving systems in the environment and use the idea of systems and system models to design artificial body parts.

Units in Grade 7

Ecology
Geological Processes
Chemistry of Materials
Chemical Reactions
Biomedical Engineering

Grade 8 | Issues and Science for California

Course Cross-Cutting Concept: Scale, proportion, and quantity

Students explore and explain phenomena related to objects and interactions at a wide range of scales—from the molecules that comprise genes to the gravitational fields that operate within and beyond the solar system.

Units in Grade 8

Evolution
Earth's Resources
Solar System and Beyond
Force and Motion
Fields and Interactions
Waves

f. Health And Fitness - Movement, The GALS series: GALS 101, 201 and 301. (Non-core)

Movement: GALS is committed to a varied, challenging and standards-aligned physical education and fitness program for all students. GALS promotes well-being through academic and physical challenges that push students to pursue excellence and assume responsibility for their own learning. Like any other subject, GALS recognizes that fitness is a lifelong process for which students must develop appropriate knowledge, skills, attitudes, and behaviors. GALS recognizes the connection[63] between a healthy body and a healthy mind. Movement is an effective strategy to improve learning, memory and retrieval and enhance learner motivation.[64] GALS holds fitness as an integral piece of its curriculum that meets the physical education CCSS and the required instructional minutes.

Four days a week, all students and teachers begin their day with Movement via the "Morning Movement" block. The timing is intentional, developing minds are not most alert at 8:30am. The goal is to raise the heart rate to 40-80% of its capacity for a window of 20 minutes or more as it creates a window of learning. This is a 40-minute rigorous class designed to support and challenge students to push themselves physically. These activities are adapted for students with physical disabilities. Students experience a range of morning movement classes over the course of the year as determined by space and weather. Classes include, running, cycling, circuit training, dance, and yoga. Participation in all classes can be modified or adapted for students with special needs. The goal is for students to become lifelong movers not just for health's sake, but for productivity and mental balance, so that students internalize the *practice* of the mind-body connection. At GALS, we believe, *'if you have a body, you're an athlete.'* The course is broken out into modules:

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[63] http://www.nlm.nih.gov/medlineplus/magazine/issues/winter08/articles/winter08pg4.html

[64] Eric Jenson. "Teaching with the brain in mind, 2nd Edition" ACSD May 2005. http://www.ascd.org/publications/books/104013/chapters/Movement-and-Learning.asp

Dates	# of Weeks	# of MVMT days	Notes
Aug 19 - Aug 30	2	8	Fundamentals & WT bonding. 1st Fit Week Combine (initial data + self reflection).
Sept 3 - Sept 27	4	15	Running Module: M/Tu RW, W recovery OR game, Th RW
Oct 1 - Oct 18	3	10	Rotation Module 1
Oct 21 - Nov 15	4	15	Rotation Module 2
Nov 18 - Nov 22	1	4	**FIT WEEK #2**
Dec 2 - Dec 20	3	12	Rotation Module 3
Jan 14 - Jan 30	3	10	Rotation Module 4
Feb 3 - Feb 20	3	11	Rotation Module 5
Feb 24 - Mar 12	3	12	Rotation Module 6
Mar 16 - Mar 19	1	4	7th: PFT • 6th/8th: Fit Week Combine (all for House Points)
Mar 23 - Mar 26	1	4	Part 1: Rotation Module 7 (1 week)
Mar 30 - Apr 2	1	4	Spirit Week: Games for House Points
Apr 13 - Apr 23	2	8	Part 2: Rotation Module 7 (2 weeks)
Apr 27 - May 14	3	12	Rotation Module 8
Galympics (post-testing)			***Fit Week Combine during Galympics for points***
May 18 - Jun 5	3	11	Rotation Module 9
Jun 8 - Jun 12	1	4	Last week of school - special events

A grade level sample of the rotation modules can be seen here:

Module Locations		Feb 24 - Mar 12	
		Rotation 6	
Grade	Coach	ACTIVITY	LOCATION
6	Lauren	Dance	Dance Room
6	Michelle A	Team Games A	Softball Field
6	Lindsey	Gym Yoga - Ms. Rubi	Gym
6	Paulina	Team Games A	Softball Field
6	Caroline	Gym Yoga - Ms. Rubi	Gym
6	Ben	Yoga - Ms. Bianca	Your Classroom

Students with physical disabilities and Section 504 plans: GALS staff is trained on modifications – both physical and social – in order to support full-inclusion. Students who cannot participate in an activity are placed within an alternative setting. At the beginning of each unit, GALS staff members connect with families of students with disabilities to determine appropriate accommodations. As an example, during a running module, a student in a wheelchair will be asked what an appropriate goal is for her to set physically. Staff will monitor her progress (and supervise) accordingly.

g. GALS 101, 201 and 301 (Non-core)

The GALS series classes are required courses throughout middle school that integrate the study and practice of health and wellness. These classes are built off of research-based studies and programs that demonstrate that girls are more successful academically and socially when they know themselves well (Deak Deak, JoAnn (2010). *How Girls Thrive*. Green Blanket Press

Structurally, these are 50-55-minute courses that occur in the middle of the school day, five days a week. This course is considered just as important as any of the core subjects and as a result is the same time as the core courses. The GALS 101 series occurs during 6th grade, GALS 201 occurs during 7th grade and GALS 301 occurs during 8th grade. Although this series builds over the three years, it is not required for a student who may be new to GALS in the 8th grade to take GALS 101 or 201.

The GALS series courses are built from the pledge that GALS uses, "I know who I am. I know that I matter. I know what matters to me." The GALS scope and sequence that pushes girls towards self-development where girls own and manifest an assertive decision-making process in all areas of their lives. GALS designs classes for each grade that teach girls practices in the areas of healthy relationships, positive self-image and critical life skills used in both school and in the world.

GALS 101 Class

Sixth Grade students at GALS build on key social and emotional skills necessary to be a successful member of the GALS community. Topics include nutrition, body awareness, communication and problem-solving skills, empathy, bravery and more. Mastery of these themes will enable students to have more productive academic, social, and emotional experiences in middle school, high school and beyond.

The intention of the GALS 101 Series is to introduce students to their GALS community. Students examine what it means to be a student at GALS as well as what it means to be a girl in the world. GALS 101 focuses on examining the following essential questions:

- Why does GALS focus on movement and health?
- How do you define yourself? How can definitions of who you are change over time?
- What doesn't change?
- How can we show our identities through art?
- How can we be powerful advocates for our environment?
- How does the media represent women and girls? How do those representations
- affect us individually?
- How can we learn better self care?
- How can we be more compassionate to ourselves and others?

GALS 201 Class

Seventh Grade students at GALS continue to expand on key social and emotional skills necessary to be a successful member of the GALS community. GALS 201 Topics include community building, nutrition, mindfulness, personal responsibility, acknowledgment of strengths. Mastery of these themes will enable students to have more productive academic, social and emotional experiences in middle school, high school and beyond.

In GALS 201, students learn about broader topics that are needed in order to be successful in the 21st century. These modules include:

- What does it mean to be nutritious? Why does GALS have a food policy? What makes food healthy or unhealthy?
- How can I continue to express my identity through art? How do others see me vs. how do I portray myself?
- In yoga, we practice focus and flexibility – how do these concepts apply to my
- academics and my lifestyle?
- How can positive thoughts and gratitude support me?
- How can I handle upset feelings and conflict in a healthy way?

GALS 301 Class

Eighth grade students at GALS continue to expand on key social and emotional skills necessary to be a successful member of the GALS community. GALS 301 Topics include Mastery of these themes will enable students to have more productive academic, social and emotional experiences in high school and beyond.

As 8th graders in GALS 301, students continue their exploration with a deep dive into the following areas:

- Anatomy and Physiology – Why does my body move the way it does? What is the
- relationship between my muscles and the way they feel during morning movement?
- Social Action Project – How can I design, implement, and evaluate a social action
- project that impacts my school and/or broader community.
- Women in Leadership – What are traits and characteristics of strong leaders? How can I be a strong leader for my community?
- How can I love myself more fully?
- How can I make choices now and in the future that will allow me to be successful not just in school but in life?

h. World Languages (Non-core)

GALS' graduates emerge as informed, global citizens who recognize the increasing demands of our integrated world. As such, World Languages is offered to students in their 7th and 8th grade years. The school utilizes Dr. James Asher's Total Physical Response (TPR) – a research-based method of language instruction that mimics the effects of immersion and engages students' multiple intelligences.[65] TPR is based on learning a language through actions – the teacher serves as the director and the students as the actors. In this way, students have the opportunity to be involved in situational language, to demonstrate comprehension through language-generated tasks, to understand the overall meaning of sentences, and to engage their minds and bodies.

Our school's world language program follows the Language Learning Continuum benchmarks for progress at the various stages of performance:

- ***Stage I (Formulaic)****: learners understand and produce signs, words, and phrases.*
- ***Stage II (Created):*** *learners understand and produce sentences and strings of sentences.*
- ***Stage III (Planned):*** *learners understand and produce paragraphs and strings of paragraphs.*
- ***Stage IV (Extended):*** *learners understand and produce cohesive texts composed of multiple paragraphs.*

The length of time required for students to advance from one stage to the next is not specified in the California Framework for Foreign Language K-12 due to the understanding that student's progression could vary widely depending on such factors as a student's native language and their proficiency level in that native language, as well as whether the student already speaks more than one language and thus may have an easier experience acquiring a new language than a student who is only monolingual.[66]

Our teachers impart in our students an understanding and appreciation for the various Spanish speaking cultures across the world as well. We make instruction relevant by providing engaging, contemporary reading material from different Spanish speaking countries, as well as exposing students to Spanish music and culturally relevant films. Students are able to practice their Spanish skills in "conversation groups" that the class may break into on certain days.

As with our EL instruction, all Spanish class instruction will incorporate sheltered instruction strategies. These strategies include scaffolding, connecting to prior knowledge, cooperative grouping, and providing visual cues. We also apply Specially Designed Academic Instruction in English (SDAIE) strategies that make connections between foreign language acquisition and other content areas. Students may also participate in blended learning lessons where small groups engage in language practice programs such as Rosetta Stone, while others meet with the teacher in small groups for direct instruction and

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[65] Total Physical Response James Asher. Learning Another Language Through Actions. 6th Edition. January 2000.
[66] www.la-stars.net/standards.pdf

practice. Differentiated instruction will help ensure all students are able to access the lessons and experience success mastering a new language.

i. The Arts (Non-core)

GALS recognizes the role of creativity and innovation skills as essential to college preparation and 21st century work readiness. The arts occur as part of the GALS Series, Seminar course offerings, as well as after school clubs. In all cases, the arts serve as a vehicle to support curriculum through: 1) the design of projects and products that require students to learn the techniques of an artistic or technological medium to represent their understanding of content, 2) response to fieldwork, exhibitions, performances and literature using various art forms, 3) the integration of visual arts, movement and drama to make sense of concepts in various disciplines, 4) building habits of critique and revision to support critical thinking and problem solving skills.

The following arts classes may be offered at GALS based on student interest and need:

- Visual Arts & Drawing
- Media Arts
- Performing Arts/Drama
- Choir

GALS encourages students in all grade levels to not only learn and express themselves through art, but to lead through the arts as well. Each year, the drama club and performing arts classes put on an annual performance with student actors and stage crew. The media arts classes produce student announcement videos and showcase their growing proficiency with video production and public speaking.

Innovative Components of the Instructional Program

As detailed throughout this petition, GALS will be quite innovative by offering a single-gender model with an emphasis on health and fitness and personalized instruction.

Structures

GALS incorporates the following structures into their school day:

- Rotating Schedule: Each day of the week, students and teachers follow a rotating schedule. A rotating schedule changes the order of classes each day. The benefits of a rotating schedule are two-fold. Many studies have shown that exercising and energizing the body then stimulates the brain. A recent study examined two groups of volunteers, one group who exercised immediately prior to testing and one group who did not. The study found that those who exercised had a higher level of protein that links to memory and recall. Reynolds, Gretchen. "How Exercise Benefits the Brain" WELL, *New York Times.* Blog Post, November 30, 2011.

The rotating schedule allows for different classes to occur after morning movement as well as recess, which allows for the different courses to benefit from morning movement. Additionally, GALS teachers and students report that they find a rotating schedule beneficial because both students and teachers say they perform differently at different times of the day. The rotating schedule included in the supplemental materials demonstrates this pattern. Four days a week, the daily schedule follows the same bell-schedule each day. There are two academic core course blocks before lunch, and two after lunch. However, the courses within those blocks rotate. On Monday, the order is Block 1,2,3,4. On Tuesday, the order rotates to 4,1,2,3 and so on.

- Dress Code: GALS students and teachers follow a movement-based dress code. All students at GALS wear any color athletic pants and a GALS or plain-color t-shirt as well as sneakers/running shoes. The dress code was created to allow for freedom of movement and to allow physical flexibility. Students may purchase clothes anywhere as long as they follow the GALS guidelines. GALS will provide shirts, pants, and/or shoes for students who can't afford clothes.
- Food Policy: GALS students are allowed to eat in class when hungry, provided they are not disruptive to other students. However, GALS food policy centers around nutritious foods. Students are allowed to bring fruits, vegetables, water, crackers and other healthy items to school. Foods that are not permitted include: candy, cookies, soda and heavily sugared drinks, and most nuts (due to nut allergies). Students and guardians are informed of food policies via the parent and student handbook when they enroll in GALS and during the first week of school. Teachers and administrators enforce these rules throughout the year. Additionally, the GALS 101, 201 and 301 series includes a component on nutrition to help students understand the reasoning behind this policy.
- Wellness Teams and Community Meeting: Each morning, students start their day with their Wellness Team. This is the class they have breakfast with and participate in morning movement and Friday Community Meetings. Each Wellness Team Wellness is assigned a GALS staff as their Wellness Teach Coach. This teacher coaches students through movement modules, supports students with setting and meeting physical, academic, social, and behavioral goals. All GALS students attend a Community Meeting once a month where GALS students come together, whole-school, for speakers, special events, awards, and student performances. The remaining Fridays of each week are filled with SEL lessons from the Girls Leadership Power Collaborative SEL curriculum.
- Tuesday Announcements: The last period of each Tuesday is extended by five minutes to allow for weekly announcements. During these final five minutes of the day, teachers (and oftentimes class leaders) present 5-in-5, five weekly updates in five minutes. These updates may include community resources, school event reminders, bi-weekly assignment report reminders, shout outs, and short student-made videos from the Media Arts class.

Intervention and Enrichment Programs

There are three kinds of courses regularly offered during seminar: targeted, specific academic support and content-based enrichment classes. While some students will be enrolled in the enrichment classes to provide depth to programming, others will be enrolled in interventions targeted on building reading or mathematical skills. Some of the past and current seminars include: Literacy Intervention, Math Intervention, Academic Success, Welcome to Middle School (6), Arts, Creative Writing, World Languages, Socratic Seminar, English Essentials (designated ELD instruction), Science Lab, and Speech Writing & Public Speaking. Reference and details on a few of these seminars are described below:

- Literacy Intervention: supports students reading significantly below grade level and/or demonstrating limited Lexile reading level growth,
- Math Intervention: supports students performing significantly below grade level on math assessments
- Academic Success: Special Education small groups focused on meeting IEP goals
- Welcome to Middle School (6): supports 6th graders in transitioning to middle school, topics include organization, digital citizenship, and time management
- Arts: drawing, painting, 3D building
- Creative Writing: an enrichment class utilizing the Achieve3000 writing center teaches students about the steps of the writing process
- World Languages: Additional details in section 11: Key Features and Components Of The School's Educational Program By Subject Area
- Socratic Seminar: students use research skills, voice/public speaking, and speech writing to passionately represent their position in a guided discussion
- English Essentials Designated ELD Instruction: Additional details in section 11: Key Features and Components Of The School's Educational Program By Subject Area and section 27: English Learners (EL)
- Science Lab: students demonstrating advanced skills in science, as evidenced by their Science grades and NWEA Science results, conduct in-depth experiments and labs

Intervention Scheduling: In addition to their primary academic blocks, Core teachers also teach small intervention courses. Interventions take place during 40-minute blocks four days a week. The sample staff schedule included in this application demonstrates how interventions fit into the school schedule.

Interventions at GALS: The 40-minute blocks are called Seminar and the design of this period has evolved since GALS first year of operation. Using end-of-year feedback and suggestions from our teachers, we have redesigned the structure of the seminar block. Moving seminar classes from two to four days a week for the first semester will create more opportunities to dive deeper, scaffold, and create consistency in teachers' lessons. We are also ensuring that all seminar classes have a strong academic focus.
For example, the swim seminar students will be in the pool two days a week, and also working on math or reading intervention two days a week, depending on the students' needs according to their academic achievement data. The science lab seminar is heavy on the math for our students meeting and exceeding standards.

We are also leveraging the success of last year's morning reading buddies program where strong readers in upper grades were paired with struggling readers in lower grades for mentorship in the Achieve3000 reading platform. This fall semester, our students performing on or above grade level in reading started the first quarter in World Languages and transitioned to reading mentorship in the second quarter. Our 6th grade students started the first quarter in a "Welcome to Middle School" class which will begin each day with a 10 minute Do Now on XtraMath or MobyMax then transition into that day's lesson. "Welcome to Middle School" has a 10-week Scope & Sequence to include modules on study habits, organization, digital citizenship, standards mastery, and more.

Data and Interventions: All interventions are both data-driven and flexible. Interim and classroom assessments provide intervention teachers with valuable information on each student's level of standard mastery. Interventions are taught by core content teachers who are credentialed in their subject area. Teachers then use this information to guide the student's instruction. The data also promotes flexibility within intervention classes. If a student in an intervention course demonstrates increased standards mastery, they may move out of an intervention class.

Curricular and Instructional Materials

All of our courses have been designed in alignment with state standards, including CCSS. Given the importance we place on collaboration, our teacher teams work together to develop detailed pacing plans for our courses using the key principles of backwards planning and Understanding By Design.[67] As CA frameworks become updated, like the anticipated 2021

Subject Area	**6th Grade**	**7th Grade**	**8th Grade**
School-wide	**Computer-based resources: EdPuzzle, Flocabulary, and Nearpod**		
ELA	Expeditionary Learning curriculum, class novels, and supplementary texts Achieve3000 (computer-based resource) Grade level appropriate literature available in each classroom library which support rigor of the Common Core State Standards (www.corestandards.org/assets/Appendix_B.pdf)		

[67] Wiggins and McTighe, 2005.

Math	Great Minds: Eureka Math Open Up Resources: Illustrative Math		Algebra I - Prentice Hall
History	History Alive! The Ancient World	History Alive! The Medieval World and Beyond	History Alive! The United States Through Industrialism
Science	Mosa Mack (computer-based resource) Kesler Science Lab-Aids: SEPUP curriculum, Issues and Science for California		
Designated ELD	E.L. Achieve Fountas and Pinnel's Leveled Literacy Intervention (LLI) Middle School Start Smart 1.0 & 2.0 for Oral Language Reader's Handbook Write Source		
Integrated ELD	In line with the California State Board of Education, content standards are not altered for English Learners because doing so would deny them the opportunity to achieve them. Instead, support is given to them so that they may meet the standards. To support ELs, teachers incorporate components of the SIOP (Sheltered Instruction Observation Protocol) model of instruction, which provides ELs comprehensible access to content concepts, while at the same time supporting their development of academic English. Also, reading, writing, listening, and speaking is incorporated throughout the content areas, in the context of a rich, substantive core curriculum. Teachers incorporate SDAIE strategies to support EL students in all content classes.		
World Language	N/A	Rosetta Stone for Spanish (computer-based resource) (www.rosettastone.com/learn--spanish) Prentice Hall *Realidades*, Levels 1	
Health and Fitness (includes PE)	Holt Decisions for Health All physical activities align with the Common Core State Standards in English Language Arts and Literacy in Health and PE. Some activities and skills are taught via certified instructors such a self-defense, spin, and yoga.		

Drama/ Choir/ Art	VAPA Standards-based teacher-created materials, varies by subject
GALS Series and Movement	Sanford Harmony GALS created curriculum Girls Leadership Power Collaborative SEL Curriculum Second Step Middle School Program (computer-based resource)

Comprehensive Course List

6th Grade	**7th Grade**	**8th Grade**
Language Arts 6	Language Arts 7	Language Arts 8
Language Arts 6 Adv.	Language Arts 7 Adv.	Language Arts 8 Adv.
Math 6	Math 7	Math 8
Math 6 Adv.	Math 7 Adv.	Math 8 Adv.
History - The Ancient World	History - The Medieval World and Beyond	History - The United States through Industrialism
Leads with Earth Science	Leads with Life Science	Leads with Physical Science
GALS 101: Nutrition, Body Awareness Communication Problem Solving Skills Empathy Identity	GALS 201: Community Building Nutrition Mindfulness Personal Responsibility Acknowledgment of Strengths	GALS 301: Social Action Project Women in Leadership Anatomy and Physiology Positive Body Image Nutrition Mindfulness Voice Empowerment
Health and Fitness / Morning Movement (6-8) Running Circuit Training Yoga/Stretching/Meditation Self-Defense (elements of boxing, Muay Thai, jiujitsu, judo)		

Dance (Zumba, HipHop) Indoor cycling/Spinning Team Games & Skills (i.e., soccer, California kickball, basketball, dodgeball, flag football, capture the flag, ultimate frisbee)
Seminars / Interventions & Enrichment (6-8) Literacy Intervention Math Intervention Academic Success Welcome to Middle School (6) Arts Creative Writing World Languages Socratic Seminar English Essentials Designated ELD Instruction Science Lab

13. Instructional Methods and Strategies

Students at GALS will acquire knowledge by *doing* and *experiencing* learning through hands-on, personalized inquiries and expressions of learning through a highly engaging blended learning model that emphasizes critical thinking and problem-solving abilities crucial for success in secondary school, college and the global workforce. A visitor to our school will notice how incredibly active our students are – these are not students sitting quietly in rows as teachers lecture, but rather students are seen debating ideas energetically, collaboratively creating machines and models, and expressing their interpretations of literature through art. Student work is regularly showcased and celebrated in culmination exhibitions of project work in which families and community members come to see student presentations of their learning. Our students become engaged, inspired and motivated to learn.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all students can and will achieve state standards mastery, regardless of their background or circumstances. The challenge as educators is to discover the means with which to help each individual child achieve her full potential. By using active learning strategies, a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.

Our school's professional learning community supports best-practice, instructional methodologies that respond to students' specific learning styles including cooperative, multi-sensory, and experience-based learning, which align with the priorities of the education model.[68] These include:

Blended Learning: Through blended learning, our students engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Three core instructional practices that guide the implementation of blended learning at GALS are:

1. Ensure all students understand the purpose and relevance of every lesson
2. Frequently and transparently use formative data to assess each student's level of master and inform instructional decisions
3. Provide multiple, scaffolded opportunities for students to achieve the lesson's purpose

All teachers are provided the opportunity to become Google Certified Educators. Currently, GALS has 8 Google Level 1 and 2 educators, and a Google Level 3 educator. Through blended learning, the focus remains on mastering daily learning targets that lead towards the accomplishment of a larger goal/unit target. Our faculty is able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csíkszentmihályi, 2009.) Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* Per the Science Framework for CA Public Schools (CA NGSS), there are two course models schools can implement. GALS uses the Preferred Integrated Model. Students are challenged to apply science to real-life situations and incorporate engineering

[68] See, e.g., Marzano, R., Pickering, D., Pollock, J. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. 2001; Grant Wiggins and Jay McTigue. Schooling By Design: Mission, Action, and Achievement. ASCD 2007; Tomlinson, Carol Ann, How to Differentiate Instruction in Mixed Ability Classrooms, (2nd ed.) Alexandria, VA: ASCD-Association for Supervision and Curriculum Development. 2000; Eric Jensen. Arts with the Brain in Mind. ASCD. 2001.

and technology. Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create "active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas." (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)

· *Make choices, interact, collaborate, and cooperate.* Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.

· *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students' needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

Blended learning has significant benefits for English Learners as well. Karen Carrier, in "Key Issues for Teaching English Language Learners in Academic Classrooms," (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELs – learning content and learning the language
- The need for multiple modes of input and output

At GALS, educational technology (ed tech) is used intentionally to facilitate daily instruction strategically. Teachers front load key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Blended learning also naturally allows for multiple modes of input and output, providing students with real-world applications, visuals and realia to contextualize new learning. For example, students use platforms like Flipgrid to record responses and submit them to their teachers. This option is an alternative to typing answers. Often, students have agency over their output and input. This flexibility increases access and comprehension for students with IEPs and EL students.

There is a wealth of resources available to our faculty online to help them develop ideas and lesson plans for blended learning. As noted, teachers are provided Google Educator training and the opportunity to become certified. Teachers are also encouraged to earn certificates for the most common used platforms such as these computer-based resources EdPuzzle, Flocabulary, and Nearpod. In addition, we partner closely with Achieve 3000 to

ensure all content teachers are expertly incorporating Achieve 3000 into their weekly instruction.

Active Pedagogy: Action-based learning further involves the students' minds *and* bodies. Teachers are fully trained in brain-based methods of learning readiness, embodied learning, brain boosts, and other practices grounded in real-world learning known to engage a student's mind and body. Aside from morning movement, movement also happens consistently in the classroom. Brain science says that when we sit for 12-20 minutes or more, our brain cell activity decreases. Movement during class is designed to engage students in their own learning and to prevent them from passively learning and/or getting drowsy. Brain boosts serve as an instructional strategy used to teach and assess academic content, kinesthetically. Movement is experienced in a variety of ways in the classroom, this is discussed further above in Innovative Components of the Instructional Program.

Differentiation: A few examples of how our teachers will differentiate include[69]:

- Content – different reading sources of the content areas during expeditions and literacy based on student reading proficiency
- Process – using active/embodied pedagogy, flexible grouping strategies and providing students with choices during process
- Products – students have choices on how to exhibit mastery with developed rubrics, focused goal setting, and meeting the learning target
- Learning Style – teachers use learning style inventories to assist with planning and use different "input" strategies during expeditions to allow for students to access information in multiple ways
- Interest – teachers use interest surveys to incorporate appropriate student interests into expedition planning, while also including career exploration and real world connections.

Data-Driven Instruction:

Essential to the school's success and student success, GALS has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) play an enormous role in designing curriculum and ensuring that GALS is preparing all students to see college as an attainable option. GALS uses Stiggins' (2004) distinction between assessment *for* learning and assessment *of* learning in its educational design.[70]

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[69] Tomlinson, C., & Allan, S. (2000). Leadership for differentiating schools & classrooms. Alexandria, Va.: Association for Supervision and Curriculum Development.

[70] R. Stiggins,, J. Arter, S. Chappuis, J. Chappuis,, Classroom Assessment for Student Learning: Doing it Right – Using it Well. 2004; R. Stiggins and J. Chappuis. What a Difference a Word Makes: Assessment for Learning Rather Than Assessment of Learning Helps Students Succeed. Journal of Staff Development. 2006.

Assessment *for* learning is also called "formative assessment". Assessment *of* learning is also called "summative assessment". [However], the term *assessment for learning* has a broader meaning than formative assessment. The traditional way to think of formative uses of assessment is teachers assessing frequently and using the results to plan the next steps of instruction. Assessment *for* learning goes beyond that. It involves teachers providing descriptive rather than evaluative feedback to students. It also includes students – from clarifying targets to self-assessing to communicating with others about their own progress. It's this descriptive feedback and student-involvement aspect of assessment for learning that results in the remarkable achievement gains (pp.36-37).

The distinction is pivotal, we believe, to using assessment effectively at GALS in order to leverage the right kind of support to ensure student success and to be strategic in our approaches to the best intervention. Learning targets are central to giving descriptive feedback to students and central to the way we determine grades and report on progress. Recent research found that teaching students to assess their own progress was as effective as after-school tutoring. GALS students are taught how to access, understand, and take ownership over their data starting in the 6th grade seminar class called Welcome to Middle School. ELA teachers support students in tracking their own Lexile growth in the reading program, Achieve3000. Wellness Team coaches support students in tracking their own fitness growth in Fit Week Combine exercises such as the 15-minute timed run and wall sit-ups.

In schools where these practices are pervasive, *both* high performing and low achieving students gain. Thus, this is an important tool in closing the achievement gap. Learning targets are student friendly goal-statements of the intended learning or outcomes. They align with standards and are contextualized to the current study. Learning targets help students see where they are expected to go, thereby supporting our mission around leadership that the young women of GALS are empowered to chart their own course. Assessment *for* learning explicitly supports students in assessing their own progress, builds genuine self-esteem, and is one GALS' design features.

A variety of formative and summative assessment tools (end-of-unit curriculum tests, interim assessments, informal checks, observation/dialogue, standards based quiz/tests, open-ended prompts, performance tasks and presentations) will enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

Formative diagnostics are a part of our daily teaching practice. Teachers and students collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

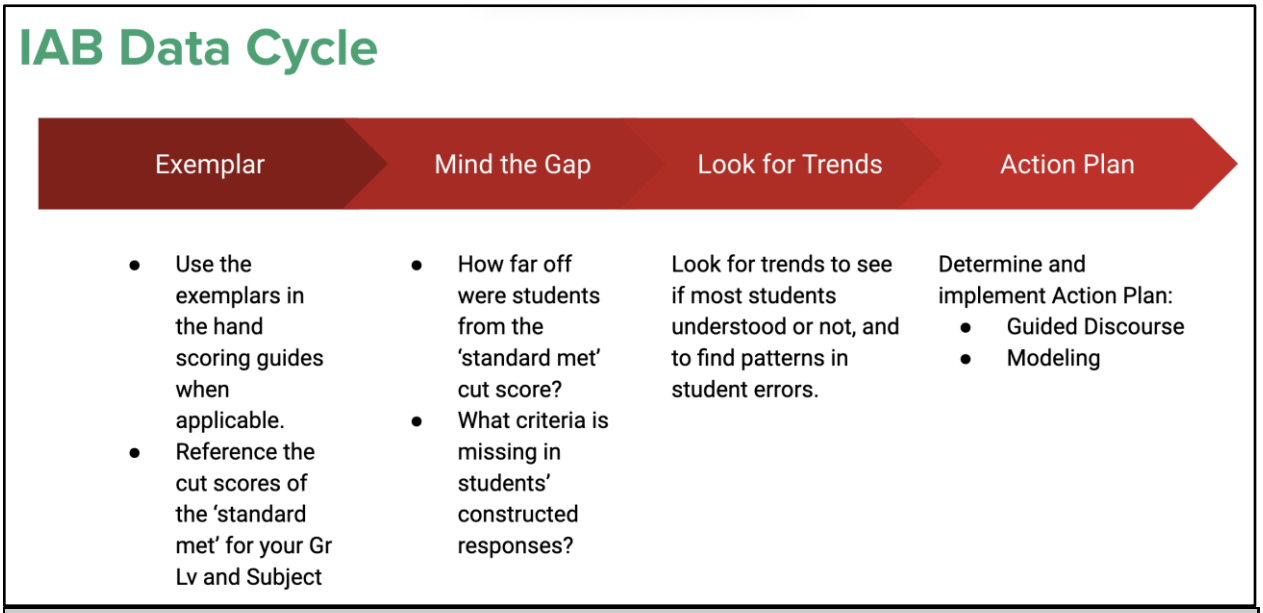
Departments and grade levels are provided with common planning time. During this time, teachers meet weekly to discuss content and grade level related concerns. They also

review data captured in Illuminate to strategize their lesson plans to help build student mastery. The Principal/Assistant Principal monitors the progress of all subgroups (particularly English Learners and students with disabilities) by looking at the patterns of standard mastery presented by the student information data management system and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. The Principal/Assistant Principal ensures that all diagnostics and assessments are administered within their appropriate instructional windows and oversees the timeliness and accuracy of the data input by the teachers. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – plays an important role within the overall delivery of instruction. Skill-specific academic needs are identified through formative and summative assessments and subsequently addressed through direct instruction.

Data Cycles

As a school dedicated to continuous improvement, upon receiving assessment results, as a whole staff, we analyze the data to measure student improvement, instructional effectiveness and school effectiveness. The Principal/Assistant Principal facilitates data cycles with teachers after each round of interim assessments (three times a year) to engage teachers in conversations, reflection, and planning based on student achievement data. We collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data, such as the Interim Assessment Benchmarks and provide continuous information about student progress towards standards. The GALS data cycle is modeled after the Achievement Network's Curriculum Internalizing Protocol. We use assessment data to determine the areas of curriculum and instruction that may need to be revised and the additional supports students need through reteaching methods, such as guided discourse and modeling as outlined below. Worked into the GALS data cycles are opportunities for teachers to provide written feedback to one another's scope and sequences planning documents. Additionally, schedules are developed and note taking graphic organizers are provided for teachers to visit one another's classrooms to observe specific instructional strategies tied to the data cycle.



Data Cycle: Action Planning	

Once data is collected...	• **Plan** your response to data
	  ○ Adjust the rest of the lesson to meet the gaps in learning in the student work
	  ○ Plan a guided discourse or a model (option 1 or 2)
	  ○ *If the majority of the class mastered the lesson, choose Option 1 (Guided Discourse)*
	  ○ *If most of the students did not master the lesson, choose Option 2 (Modeling/Show the Student How)*

Re-Teaching Option 1: Guided Discourse/ Guided Student Conversation	• **Know** the end game
	  ○ What strategy/skill/thinking do you want to understand via the discourse
	• **Start** from student work (Show-Call)
	  ○ Post/display/chart an exemplar student response OR
	  ○ Post/display/chart an incorrect student response (My favorite No) OR
	  ○ Post both
	• **Call** on students - ID the student thinking:
	  ○ Exemplar: What did the student do?
	  ■ Push for clearer answers when they haven't precisely IDed the successful strategy
	  ○ Incorrect response: Do you agree/disagree with the answer? Why? What is the error?
	• **Stamp** the understanding:
	  ○ What are the key things to remember when solving problems like these?

	○ Name the strategy/conceptual understanding ○ Have students put it in their own words
Re-Teaching Option 2: Modeling/Show the Student How	● **Model** precisely the thinking when moving through a specific task: ○ Narrow the focus to precisely the thinking the students are struggling with: that frees their mind to focus only on that component ○ Model replicable thinking steps that students can follow ○ Model how to activate one's content knowledge and skills that have been learned in previous lessons ● **Vary** in tone and cadence to sound different from a 'teacher' voice ● **Give** students a clear listening/note-taking task that fosters active listening of the model ● **De-brief** the model: ○ What did I do in my model? ○ What are the key things to remember when you are doing the same in your own work?

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

All of GALS' core courses align with the CA CCSS and CA NGSS. Our staff regularly engages actively in training and support to ensure our students receive individualized support and instructional strategies as they work toward mastery of the content standards. GALS teachers and school administrators participate in conferences and professional development hosted by the California Department of Education. Most recently, a cohort attended the 2019 CA Assessment Conference. This experience provided the most current updates on state testing and reporting. The attending cohort trained the faculty on the new learnings. Additionally, teachers have attended the following conferences:

Math Instruction	• Eureka Math Summer Institute • Open Up Resources' Illustrative Math Summer Institute
Life Skills Instruction	• Insight I, II, and III
EdTech	• CUE Conference
Various Topics	• CCSA Conference

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

In order to prepare our students for 21st century careers, we recognize that technology fluency is imperative. Students have access to computers in each classroom. The computer-to-student ratio at GALS is 1:1. Preparing students to adequately develop technology-related skills goes beyond ensuring they have connectivity and hardware. GALS' students also participate in a seminar called, 'Welcome To Middle School'. This seminar takes place at the beginning of the school year. In this class, students practice tasks to improve their digital literacy. Through guided practice on the apps included in the suite of Google Apps for Education, students gain proficiency and confidence with digital learning tools.

Students conduct research online, write papers, create presentations and use a variety of technological tools to communicate and organize their learning. Throughout the school year, students use the Interim Assessment Benchmark system for assessment and guided practice to ensure they Students and their families can access information about assignments, their own progress and achievement, and more via a web-based platform that is secure and requires a password and user ID to access. Each student's unique data is confidential to the student's family/guardians.

Online instruction is used to supplement core learning through programs such as Khan Academy and Achieve 3000. Regular integration of technology will ensure that our students have the skills necessary to navigate standardized tests administered on a computer as the online platform is what is required of all students, school-wide, for the SBAC. Programs such as Khan Academy and Achieve 3000 provide the option for English Learners or any other student subgroup to access content that is at their comprehension level, thus building their confidence in their tech skills to navigate a digital learning portal.

Western Association of Schools and Colleges (WASC) Accreditation

On February 5, 2019, GALS earned initial WASC accreditation status through June 30, 2022

ACADEMIC CALENDAR AND SCHEDULES

21. Academic Calendar

The year will be divided into two semesters (each 18-20 weeks long) with a 5-10 day intensive/assessment period after the first and second semesters. GALS students will be in

school for 180 days. Thirty-three of these days (approximately once a week) are Early Release days, with afternoons dedicated to staff meetings and professional development.

Instructional Days by Month (2021-22), Total: 180 days

Fall Semester	Spring Semester
August – 12 days September – 19 days October – 21 days November – 16 days December – 13 days	January – 14 days February – 19 days March – 23 days April – 15 days May - 21 days June – 7 days

GALS 2021-2022 CALENDAR

Aug

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

16 1st Day of School/Minimum Day/Teacher PD

25 Back to School Night/Minimum Day

12 Instructional Days

Sep

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

03 Minimum Day
06 Labor Day
07 No School
16 No School
17 5-week progress report

19 Instructional Days

Oct

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

22 Quarter 1 ends/10-week report card
25 Quarter 2 begins
31 Halloween

21 Instructional Days

Feb

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

14 Valentine's Day
21 Presidents' Day
25 5-week progress

19 Instructional Days

Mar

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

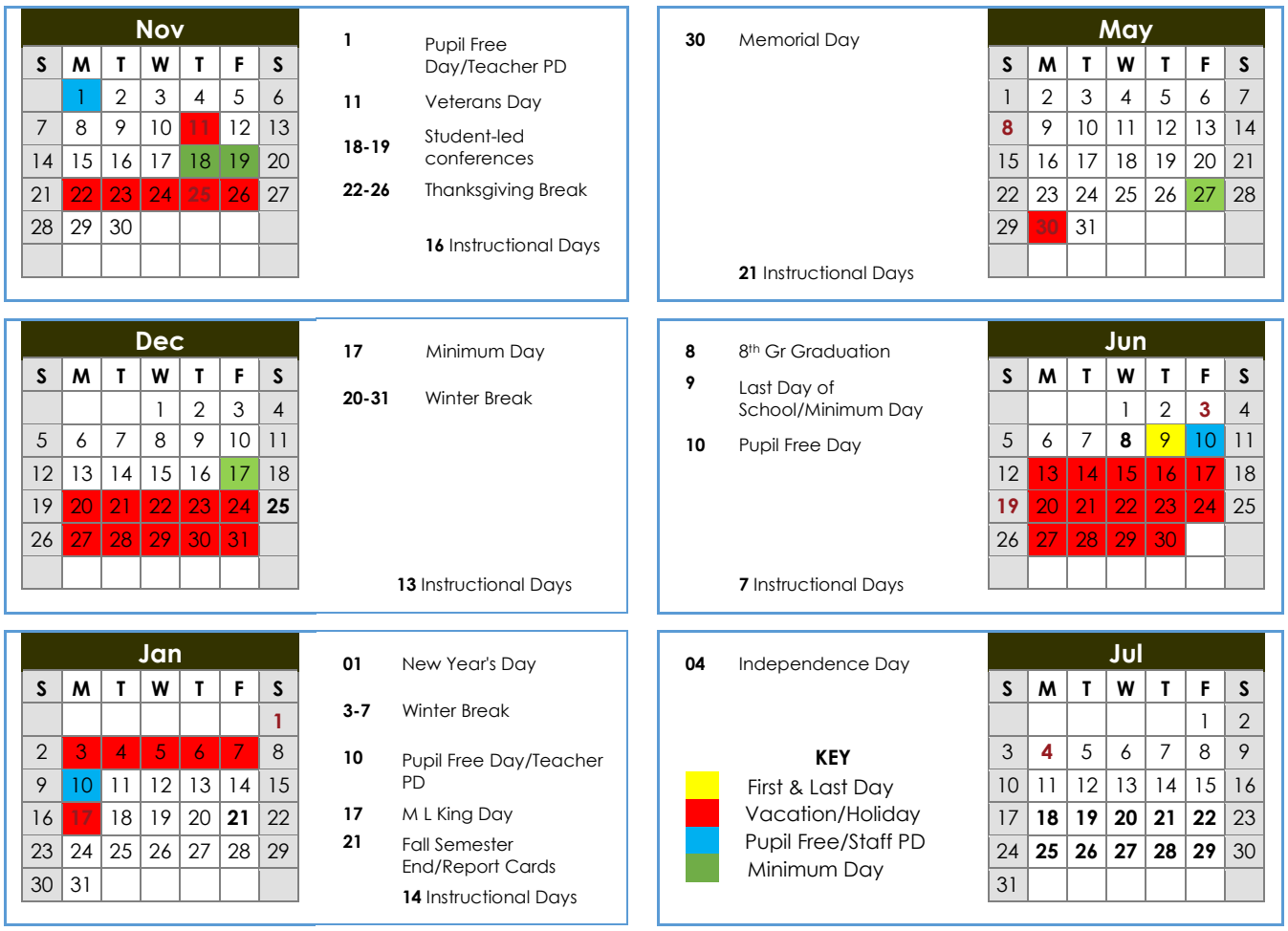
23 Instructional Days

Apr

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

1 Quarter 3 Ends
8 Spring Break
11 Spring Break

15 Instructional Days



22. Daily Schedules

Daily Schedule

The formal school day extends from 8:00 a.m. – 3:30 pm in order to offer sufficient instructional time based on how and when students learn best. For example, research from Naperville, IL shows to schedule the most difficult classes after gym, so that student learning benefits from exercise. Accordingly, GALS organizes its schedule on a daily rotation so that students optimize the effects of physical activity on their learning potential. Thus, each day of the week, students experience a different core class following morning movement. Each 'Section' is a class period that is a different core class. For example, 'Section A' could be Science on Monday at 9:25am and on Tuesday Science is at 2:38pm

Weekly Rotation Schedule:

Monday (A)		Tuesday (B)		Wednesday (C)		Thursday (D)		Friday (E)	
8:30-9:20	Movement	8:30-9:20	Movement	8:30-9:20	Movement	8:30-9:20	Movement	8:30-9:20	Movement
9:25-10:17	Section A	9:25-10:17	Section B	9:25-10:06	Section C	9:25-10:17	Section D	9:25-10:17	Section E
10:22-11:14	Section B	10:22-11:14	Section C	10:11-10:52	Section D	10:22-11:14	Section E	10:22-11:14	Section A
11:19-12:11	Section C	11:19-12:11	Section D	10:52-11:22	Brunch	11:19-12:11	Section A	11:19-12:11	Section B
12:16-1:01	Seminar	12:16-1:01	Seminar	11:27-12:08	Section E	12:16-1:01	Seminar	12:16-1:01	Seminar
1:10-1:36	Lunch	1:01-1:31	Lunch	12:13-12:54	Section A	1:10-1:36	Lunch	1:10-1:36	Lunch
1:41-2:33	Section D	1:36-2:28	Section E	12:59-1:43	Section B	1:41-2:33	Section B	1:41-2:33	Section C
2:38-3:30	Section E	2:33-3:30*	Section A			2:38-3:30	Section C	2:38-3:30	Section D
		*extra 5 min. for announcements							

Monday, Thursday, Friday Schedule:

Period Name	Class	Time	Class Minutes	Passing
Morning Computer Lab & Study Hall	Study Hall Classrooms	7:00am - 8:00am	60 minutes	--
Breakfast Service Available	GALS Floor	8:00am - 8:25am	25 minutes	--
Warning Bell Rings	--	8:25am	--	5 minutes
Movement	Movement	8:30am – 9:20am **8:30-8:35: attendance, transition to MVMT locations* **8:35-9:15: 40m workout* **9:15-9:20: Pledge/Cheer* **9:20-9:25: Transition to 4th floor/Period 1*	50 minutes	5 minutes
Period 1	Core Class	9:25am – 10:17am	52 minutes	5 minutes
Period 2	Core Class	10:22am – 11:14am	52 minutes	5 minutes
Period 3	Core Class	11:19am – 12:11pm	52 minutes	5 minutes
Seminar Period	Seminar	12:16pm – 1:01pm	45 minutes	--
Lunch	Lunch	1:01pm – 1:36pm	35 minutes	5 minutes
Period 4	Core Class	1:41pm – 2:33pm	52 minutes	5 minutes
Period 5	Core Class	2:38pm – 3:30pm	52 minutes	--

***Seminar is when ELD takes places for EL students.**

Minimum Day Schedule:

Period	Class	Time	Class Minutes	Passing
Morning Computer Lab & Study Hall	Study Hall Classrooms	7:00am - 8:00am	60 minutes	--
Breakfast Service Available	GALS Floor	8:00am - 8:25am	25 minutes	--
Warning Bell Rings	--	8:25am	--	5 minutes
Movement	Movement	8:30am – 9:05am **8:30-8:35: attendance, transition to MVMT locations* **8:35-9:00: 25m workout* **9:00-9:05: Pledge/Cheer* **9:05-9:10: Transition to 4th floor/Period 1*	35 minutes	5 minutes
Period 1	Core Class	9:10am – 9:40am	30 minutes	5 minutes
Period 2	Core Class	9:45am – 10:15am	30 minutes	5 minutes
Period 3	Core Class	10:20am – 10:50am	30 minutes	--
Brunch	Brunch	10:50am – 11:20am	30 minutes	5 minutes
Period 4	Core Class	11:25am – 11:55pm	30 minutes	5 minutes
Period 5	Core Class	12:00pm – 12:30pm	30 minutes	--

The organization of the day supports interdisciplinary teacher collaboration by providing common planning time. Once a week, classes are scheduled 11 minutes shorter to allow for an early dismissal at 1:43pm. Commonly, these shorter classes are used as assessment blocks to ensure that students are on track to master learning targets and provide teachers with the information to design responsive instruction. Teachers are in professional development on this day until 4:00pm. This promotes integrated learning across the curriculum and quality instruction. Additionally, full professional development days are scheduled in between each trimester to allow for data analysis.

The culture of GALS supports students fully in their lives and extends far beyond the hours of a traditional school day. GALS offers a morning computer lab, staffed by a credentialed teacher, daily from 7:00am-8:00am. This time is used by students to access technology and work on homework. Additionally, all grade level teachers share common office hours each week. This time is used by students to make-up missing assignments, ask questions, and receive tutoring from their teachers.

GALS also partners with After School All-Stars to provide two (2) hours of supervised after school care, daily. Hosted in teacher classrooms, students have access to laptops and school wifi to work on assignments. After work time, students participate in a variety of clubs, sports, and arts activities.

DESCRIPTION	# OF DAYS	# OF MINUTES	TOTAL MINUTES
Full Days	135	405	54,675
Early Dismissal Days	33	290	9,570
Minimum Days	12	225	2,700
TOTAL	180		66,945
Minimum Required Minutes			54,000
Minutes Beyond Requirement			12,945

Sample Student Schedule*

	Monday	Tuesday	Thursday	Friday
7:00a-8:00a	Optional: Morning Computer Lab	Optional: Morning Computer Lab	Optional: Morning Computer Lab	Optional: Morning Computer Lab
8:00a-8:25a Breakfast	Optional: Breakfast in WT classroom	Optional: Breakfast in WT classroom	Optional: Breakfast in WT classroom	Optional: Breakfast in WT classroom

Passing Period 5 mins				
8:30a-9:20a Movement 50 mins	Zumba	Zumba	Zumba	Community Meeting
Passing Period 5 mins				
Periods 1,2,3,4, and 5	Integrated ELD takes place within regular classes (Math, Science, English, History, and GALS) where language support is provided with instruction on the content of the lesson per the state standards in tandem with ELD standards.			
9:25a-10:17a Period 1 (52 mins(	ELA	History	Math	GALS Series
Passing Period 5 mins				
10:22a-11:14a Period 2 (52 mins)	History	Science	GALS Series	ELA
Passing Period 5 mins				
11:19a-12:11pPeriod 3 (52 mins)	Science	Math	ELA	History
Passing Period 5 mins				
12:16p-1:01p Seminar (45 mins)	Academic Success/ Designated ELD	Academic Success/ Designated ELD	Academic Success/ Designated ELD	Academic Success/ DesignatedELD
	Designated ELD is taught during the seminar block which is specific protected time during the school day. The focus is on language skills, per the CA ELD standards			
1:01p-1:36p Lunch (35 mins)	Lunch	Lunch	Lunch	Lunch
Passing Period 5 mins				
1:41p-2:33p Period 4 (52 mins)	Math	GALS Series	History	Science
Passing Period 5 mins				
2:38p-3:30p Period 5 (52 mins)	GALS Series	ELA	Science	Math

Passing Period 5 mins				
3:30p-6:30p After School	After School Sports/Clubs	After School Sports/Clubs	After School Sports/Clubs	After School Sports/Clubs

**Wednesdays, early release days, are scheduled with shortened class periods & excluding seminar: morning computer lab, breakfast, Zumba, Science, Math, Brunch, GALS Series, ELA, History, After School.*

Sample Teacher Prep Schedule:

Teacher	Section A	Section B	Section C	Seminar	Section D	Section E
6th Math/History1	Math 1	History 1	Math 2	Seminar	*prep*	History 2
6th Math/History2	History 3	Math 3	*prep*	Seminar	History 4	Math 4
6th Science	Science	Science	Science	Seminar	Science	*prep*
6th ELA	*prep*	ELA	ELA	Seminar	ELA	ELA
6th GALS 101	GALS 101	*prep*	GALS 101	Seminar	GALS 101	GALS 101
7th Science	Science	Science	*prep*	Seminar	Science	Science
7th Math	Math	Math	Math	Seminar	*prep*	Math
7th History	History	*prep*	History	Seminar	History	History
7th ELA	*prep*	ELA	ELA	Seminar	ELA	ELA
7th GALS 201	GALS 201	GALS 201	GALS 201	Seminar	GALS 201	*prep*
8th ELA	*prep*	ELA	ELA	Seminar	ELA	ELA
8th Math	Math	Math	*prep*	Seminar	Math	Math
8th Science	Science	Science	Science	Seminar	Science	*prep*
8th History	History	*prep*	History	Seminar	History	History
8th GALS 301	GALS 301	*prep*	GALS 301	Seminar	GALS 301	GALS 301

23. Instructional Days and Minutes

GALS dramatically exceeds the minimum number of annual instructional minutes required for grades 6-8 in California.

GALS offers roughly 216 hours of additional instructional time compared to the California minimum. Passing periods and lunch are not counted with instructional time. With the exception of the early release day, represented in these schedules on Wednesdays, core classes are 52 minutes, seminar (enrichment and intervention time) is 45 minutes, lunch is 35 minutes and morning movement, which is four days per week, is 50 minutes.

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	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	135	405	33	290	12	225			180	54000	66945	12945
7	Yes	135	405	33	290	12	225			180	54000	66945	12945
8	Yes	135	405	33	290	12	225			180	54000	66945	12945
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

25. Professional Development

GALS continually improves teacher effectiveness by coaching and supporting teachers. Accordingly, GALS implements extensive, targeted professional development strategies that align student and teacher needs. The school leadership team analyzes student achievement, sets goals, and designs a professional development plan for the upcoming year. Using student achievement data and holistic evaluations of teachers, the Principal and Assistant Principal develop a coherent professional development plan that fits the needs of our students and teachers aligned with research-based, best practice methodology. This

plan is reviewed every five weeks to ensure that it continues to align with the needs of the students and teachers.

Developing a thriving professional learning community that supports student achievement is a core practice of GALS. GALS offers engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond, Doug Lemov and Paul Bambrick-Santoyo. During professional development, faculty are supported through modeling, coaching, and protocols around specific problems of practice. The Principal/Assistant Principal serves as the instructional leaders and lead supervisors of instructors, conducting formal and informal classroom observations, setting goals for performance, and providing regular feedback to teachers. Low-inference observation notes are captured on a platform, TeachBoost. On this platform, a teacher builds a portfolio of their observation cycles. The Principal/Assistant Principal, and at times grade level and department leads, visit classrooms to observe teachers. In addition to the daily time in classrooms plan outlined below, the Principal/Assistant Principal conducts a minimum of two formal observations with teachers each year, additional for first year teachers and teachers new to GALS. Data collected through classroom observations will help determine professional development topics for the year. Teachers are also met with one-on-one and surveyed several times throughout the year to provide feedback on the professional development topics and practices in place at the school. In addition, the Resource Specialist works closely with teachers in providing professional development throughout the year and individualized expertise in strategies and targeted interventions for students in need.

Informal Observations	
The Principal and Assistant Principal visit make visits to classrooms daily in addition to informal and formal classroom observations that occur during teacher evaluations. This time spent in classrooms allows for leadership to celebrate progress and growth towards whole-school data cycle goals, academic achievement, rigor, and classroom culture. It allows the opportunity to provide immediate feedback, suggestions, and coaching to teachers as needed.	
5-minute observations	● Purpose: increase presence in classrooms, make positive contact with students and teachers, gain knowledge of daily goings-on and trends. ● The Principal/Assistant Principal will leave positive academic-aligned post-it notes on students' desks (ex: "Great job using accountable talk when you replied with '...'") ● The Principal/Assistant Principal will leave immediate quick feedback notes on teachers' desks and through a brief email upon exiting the classroom. If possible, feedback may be provided to the teacher face-to-face before exiting the classroom.

15-minute observations	● Purpose: reinforce school-wide rules, expectations, culture, signature movement strategies (such as brain boosts), signature instructional strategies (such as RACE, accountable talk, Right Is Right, No Opt Out), student discussion techniques, and data cycle strategies. ● The Principal/Assistant Principal will observe and listen to the lesson and student work time. ● The Principal/Assistant Principal will send immediate, non-evaluative observations of student and teacher behaviors along with glows (compliments) and grows (suggestions) feedback for teachers to consider simple shifts for quick wins. Feedback is captured on our teacher goal setting and evaluation platform, TeachBoost.

Perhaps most importantly, teachers are provided significant time and opportunity – including several pupil-free days plus at least three hours each week on campus – a total of almost 200 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching practice, including:

- A two-week, mandatory Summer Institute for all teachers prior to the start of each school year to review the school's philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.
- Weekly Wednesday "Early Dismissal" PD days, provide a dedicated two hour block of time each for faculty to engage in professional development.
- Weekly Thursday grade level or department meetings depending on the professional development calendar.
- Pupil-free days, 2-3 times a year depending on the Academic Calendar, to intensely analyze student achievement data and engage in collaborative planning.

When funding permits, faculty also have the following opportunities:

- Opportunities to attend professional development workshops or conferences on topics that have been agreed upon in advance by the Principal.
- Each year, GALS will identify a partner school to provide teachers an opportunity to connect with other professionals in the field to observe and share best practices of our aligning school models. For example, partnering with Gabriella Charter to observe each other's movement programs.
- Newly hired teachers will have the opportunity to spend time to see how a highly implementing school looks in practice.

Professional Development Topics
The Principal will determine specific topics and sequencing for professional development.

Topics covered throughout the year include:
- Mission and vision of the school and review of the charter petition

- Data cycles
- Assessment: standardized tests (CAASPP, ELPAC, CAST, etc.), IABs, teacher-created assessments and rubrics
- Process for review of student achievement data after each trimester via the individual data conferences and using data to differentiate instruction
- Analysis of student achievement data for returning students
- Analysis of student achievement data for LTEL students
- Brain-based methods of active teaching and learning
- Differentiating instruction for all learners
- Literacy instruction: balanced literacy, reading and writing across the curriculum
- Backwards design, including using data to differentiate instruction
- Scope & Sequence planning
- Peer observation protocols
- Rigor in the classroom
- Supporting students with owning data & goal setting
- Classroom culture and management success
- School behavioral expectations, character education
- Meeting the needs of English learners including Sheltered English instruction/SDAIE and Guided Language Acquisition Design (GLAD) strategies
- Special Education: legal timelines, district policies, IEP process, assessments, team teaching models, accommodations & modifications, and strategies for working with students with special needs
- School operations
- Health & safety policies and procedures
- Gender-based learning
- Health and wellness curriculum
- SEL strategies
- Project-based learning
- Integrating technology in the classroom
- Teacher evaluation: the evaluation rubric, teacher expectations, the Learning Walk process

Professional development guests/trainers include:

- GALS Inc. training on key program model elements and best practices, including coaching morning movement, facilitating movement in the classroom, and creating a welcoming, safe space for students to share in circle.
- Girls Leadership Power CoLABorative training on best practices for empowering girls and staff of female students on mindfulness, self-compassion, navigating conflict, and identifying values, beliefs and biases.
- Representatives from Mayor Eric Garcetti's East Valley Area on the Gay, Lesbian and Straight Education Network (GLSEN) and LGBTQ+ youth support
- Achieve3000 reading platform. Accessing, interpreting and analyzing data. Strategies for differentiation and support. Strengthening reading culture.
- LAUSD CARE team training on Psychological First Aid and Threat Assessments.

- Valley Community Healthcare Teen Clinic on reproductive health and community resources for students, families, and staff.
- Journey Out Executive Director training on AB1227: Human Trafficking Prevention
- Google Expeditions Training on virtual reality software & programming

In addition to on-site professional development, GALS encourages staff to attend external conferences. In these cases, staff who attend, present on their takeaways at a future staff PD. External training includes:

- Eureka Math curriculum
- Open Up Illustrative Math
- California Assessment Conference
- Computer Using Educators (CUE) Conference
- Trauma informed practices
- Charter Operated Programs
- Option 3 Trainings

Training attended by the Leadership Team include:

- LA84 Play Equity
- Student services & personnel services
- LCAP
- Break Through Coaching
- CAASPP & ELPAC
- Student Information System
- Supporting Women & Girls of Color

Additional resources for professional development include:

- **Joann Deak**, leading educator and psychologist on gender-based learning
- **Rachel Simmons**, NY Times Bestselling author and girls' schools leadership consultant
- **The National Coalition of Girls Schools**, leading advocate for girls' education nationally
- NASSPE, Leonard Sacks
- **BoldLeaders**, Headquartered in Denver, Colorado, an organization dedicated to providing leadership development and training services for young people and adults all over the world.
- **Girls Inc.**, inspires all girls to be strong, smart, and bold, providing more than 138,000 girls across the U.S. and Canada with life-changing experiences and real solutions to the unique issues girls face.
- **NASSPE, Leonard Sax MD PhD,** founder and executive director of the National Association for Single Sex Public Education. His first book, *Why Gender Matters: what parents and teachers need to know about the emerging science of sex differences*. His second book, *Boys Adrift: The five factors driving the growing epidemic of unmotivated boys*. His third book, *Girls on the Edge: the four factors driving the new crisis for girls*.

26. Teacher Recruitment

GALS recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of students. Recruitment, professional development and support, and retention of the highest quality faculty are core components to strong student outcomes.

New faculty members are recruited through various communication channels, including local university newspapers and career offices, education networking websites (CCSA, CSDC, Teach for America, EdJoin, idealist.org, etc.), the school website, career fairs, and word of mouth referrals. GALS will engage in a thorough review of the qualifications of candidates that apply for employment at the school. Additionally, GALS partners with educator placement agencies such as Scoot Education and SelectEd to support with some teachers positions that are often a hiring challenge such as single subject math. GALS also offer hiring bonuses for positions that are hard to fill. While Scoot Education and SelectEd offer their own pre-screening, they apply GALS screening steps as well. Current GALS teachers are encouraged to share GALS job postings and are eligible for referral bonuses.

The Executive Director, Principal and Assistant Principal review resumes, letters of recommendation, responses to screening questions and sample lesson plans to determine which candidates will be interviewed for positions. The Executive Director and Principal bear primary responsibility for all teacher hiring, the current teachers participate in the hiring process. Candidates for teaching positions are interviewed over the phone and invited to visit the campus whenever possible. As candidates progress in the application process, they are invited to teach a lesson to a classroom of students when feasible and/or return for a panel interview with current teachers. In some cases, the Executive Director or Principal may observe candidates teaching a lesson in their current positions. Following interviews, GALS contacts references, reviews letters of recommendation and notifies each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment that is dependent on GALS receiving verification of teaching credentials and based on the GALS teacher salary table. In addition, GALS verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses the appropriate credential/subject authorization that meets state and applicable ESSA requirements to teach the subject that he/she is being hired to teach.

GALS makes every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers clearly state the education philosophy and teaching pedagogy of our innovative model so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, GALS provides competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and the opportunity to participate in innovation, creativity and research within a model school program. See *Element 5: Employee Qualifications* for more about desired teacher qualifications and hiring.

New teachers, whether they have no experience or many years of experience, are provided a 'Buddy Teacher' to support them as they learn the GALS program model. The GALS program model has some unique components such as serving as a Movement coach every morning. All teachers are trained in this role prior to the first day of school. Teacher Buddies observe and provide feedback to new GALS teachers. This non-evaluative coaching support is instrumental to new GALS faculty experiencing early success in their new role. Teacher Buddies work directly with new teachers at least once every two weeks for 90 minutes to two hours. As the year progresses, the new teacher and Buddy teacher reflect on their progress and re-evaluate the degree of support needed moving forward.

Meeting the Needs of All Students

At GALS, diverse abilities are acknowledged, celebrated, and developed. The student body is composed of students with widely varying relationships to athletics, health, and fitness, as well as varying degrees of learning styles. The GALS developmental model holds these as inter-connected constructs. If you have a body, you are an athlete. If you are enrolled at our school, you will learn and achieve. GALS integrates these principles throughout its unique culture and environment. All students at GALS receive instruction in an inclusive setting to maintain the least restrictive environment. All students are held to high expectations. Multi-layered intervention and support services, high expectations, and research-based instructional practices further ensure that all students' unique learning needs are met effectively. With three years of state assessment student achievement data, GALS tailors its intervention model for each sub-group. An overview and specific, strategic actions for each sub-group are addressed below.

Our integrated approach addresses many of the risk factors identified in research for female dropouts including lack of future educational plans, teen pregnancy, sexual harassment, or lack of familial involvement.[71] GALS supports girls by improving educational and emotional development, teaching healthy lifestyle choices, building self-esteem, and providing extensive support for student academic, social, and personal needs. A root cause analysis for each student sub-group and detailed plans that outline the actions by the school's leadership team and teachers are taking to improve the overall student academic performance in both ELA and Math on the CAASPP assessments has been completed. Outcomes are addressed for the four numerically significant subgroups (English Learners, Latinos, Socioeconomically Disadvantaged, and Students with Disabilities).

Student Success and Progress Team (SSPT)

Despite the many strengths of the school's programs, methods, and organizational design, additional support may be necessary in instances when students are not making

[71] National Women's Law Center. "When Girls Don't Graduate, We All Fail". 2007

satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success and Progress Team (SSPT) opens a pathway of support to students. The purpose of the SSPT is to ensure that the school and community (including parents and/or guardians) are doing everything possible to make students successful at school. Essentially, to ensure students' needs are addressed and provide a method to evaluate the effectiveness of school-wide Tier I systems and practices. The SSPT offers a systematic approach to close opportunity and achievement disparities The SSPT mobilizes and coordinates the school's resources, and a request for assistance from the SSPT can be made by a teacher, administrator, parent or guardian. The SSPT process aligns with the district's protocols and is coordinated by the Principal or Assistant Principal, who will organize the SSPT process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SSPT meetings. All teachers receive professional development regarding identification of student needs, modifications and interventions, and the SSPT process. Additionally, teachers receive ongoing professional development and guidance on SSPTs to ensure they are normed on the process. (See also, Professional Development, above.)

The SSPT process begins by reviewing the student's progress and clarifying the student's strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. This step is documented on form and input from all stakeholders is included. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher(s) as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successfully implementing these interventions. This action plan includes specific targets for student success. These targets are documented and reviewed at intervals of 2-3 weeks by the grade level team and updates are provided to the family. If these targets are not met, a second meeting will be convened within 60 days where either targets will be revised, or additional supports implemented. The family is engaged throughout the SSPT the process, the student is also an active participant. The student is empowered to advocate for their modifications and/or interventions and participate in the SSPT meetings, when appropriate.

27. English Learners (EL)

GALS will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon

enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California aligned to the ELD Standards. The Interim Assessment (IA) testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. GALS will adopt and implement its own EL Master Plan aligned with the state guide.

The English language proficiency of all currently enrolled English learners is assessed by the ELPAC. GALS staff will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. EL students with disabilities will also be reclassified according to the criteria in the California Practitioners' Guide for Educating English Learners with Disabilities.

a. Educational Program for English Language Acquisition

As noted in the English Language Arts and English Language Development (ELA/ELD) Framework for CA Public Schools, English proficiency levels at all ages require designated ELD and integrated ELD. At GALS, all teachers with Els in their classrooms use the CA ELD standards with the CA CCSS or the content standards for math, history, and science. During seminar, EL students receive Designated ELD instruction to master the CA ELD standards to address their critical language needs. All English Language Arts teachers possess the EL Authorization and teach the Designated ELD seminar throughout the school year. Teachers at GALS learn and apply the ELD strategies noted below and use resources to design meaningful tasks and lessons.

In addition to the major program design features at GALS that support students who are English Learners, teachers at GALS will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)

Six Key Strategies for Teachers of English-Language Learners[72]

1) Vocabulary and Language Development
    i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.

[72] Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design)

ii) Teachers will build on student's background knowledge.
iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)
   i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
   ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
   iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment
   i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
   ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
   iii) Teachers will "make thinking public," the metacognitive aspect of teachers and students modeling how an answer was arrived at and what qualified the wrong answer as incorrect "my favorite no", not merely what the correct answer was.

4) Explicit Instruction
   i) Teachers will utilize direct teaching and re-teaching methods to deliver concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) Meaning-Based Context and Universal Themes
   i) Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
   ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
   iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals
   i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help

English learners easily recognize essential information and its relationship to supporting ideas.

Sheltered Instruction / Specially Designed Academic Instruction in English

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. The teachers at GALS will engage in the above practices to support universal access of subject matter content for all students[73].

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

b. How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC

Our programs to support English Learners are based on the new California ELD Standards. The English Language Proficiency Assessments for California system is aligned to the 2012 revised ELD Standards. The ELPAC is administered as the state's measure of English Language Proficiency (ELP) and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

EL structure:
All GALS teachers are trained on best practices for supporting EL students in their classrooms using the strategies and protocols mentioned above. In addition to language support provided in the content classes, students classified as English Learners are scheduled to academic interventions seminars. Specifically, EL students take the ELD seminar course designed specifically to strengthen ELs' English proficiency in the ELD standards. Results of the prior year's ELPAC are shared with teachers, students and their parents/guardians. In the ELD class, teachers review the components of the assessment

and what each score represents. This transparent data conversation opens up one-on-one discussions and goal setting for students to use as benchmarks as they prepare for the current year's ELPAC. Parents/guardians of ELs are invited to a family meeting led by the Principal/Assistant Principal/Department Lead where a hands-on presentation in both English and Spanish guides families through the purpose of the ELPAC, test structure, and how to support their student's growth at home. GALS believes this transparency and team-approach, with Leadership, teachers, students and families, to have a positive impact on students' understanding of the ELPAC and reclassification.

EL resources:
GALS core English curriculum includes support for EL students. Supplemental resources are also incorporated in core classes. EL students use Achieve 3000 to improve their reading fluency and Lexile Level Though Achieve 3000 is an online platform that students can use independently, EL students receive guided instruction and mini-lessons. All history, science, and English teachers are trained and supported throughout the year on how to support EL students with Achieve 3000. Additionally, English teachers use curriculum from E.L. Achieve and Fountas and Pinnel's Leveled Literacy Intervention (LLI) for small group instruction with EL and struggling students.

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the ELD Standards. Students will be expected to advance at least one (1) ELPAC Proficiency Level, annually as measured by the ELPAC. ELA teachers will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios of work samples and a Google Sheet to track demonstrated growth in a year-by-year comparison. Teachers are trained on ELPAC results analysis and supported with designing and enhancing their instruction to address trends and areas of need.

c. Services And Supports For English Learners, Including Instructional Strategies And Intervention

GALS' EL program has evolved as the school has grown over the last four years. Teachers receive professional development on data analysis and the EL strategies mentioned above and thus are more proficient with data-driven instructional strategies and targeted support for English Learners in all content areas. Regardless of a teacher's content specialty, they are trained to address the ELD standards through Integrated ELD instruction on speaking, reading, writing, and listening through a variety of content foci. The EL program has become increasingly more rigorous by adding more qualified, experienced faculty who possess English Learner Authorization and ELD degrees. The school also found success with the ELD seminar block, with an increased number of students scoring a 4 on ELPAC and earning reclassification. Therefore, an additional section of ELD was added to the course offerings. Ultimately, this resulted in GALS reclassification rates exceeding the resident school median.

GALS will continue to seek out high quality professional learning opportunities for all its educators to ensure that every English learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the ELD Standards. Professional development is focused on enhancing teachers' knowledge of how to teach English learners reading, writing, speaking, and listening skills in English as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the ELD Standards. The Principal and Assistant Principal use classroom observation and feedback cycles to support teachers with integrating best practices for ELs in their daily instruction. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such SDAIE. Teachers will also observe model lessons and receive feedback on their implementation of new techniques. All teachers will be aware of the specific language needs of our EL students. All students identified as EL will participate in Designated ELD instruction.

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

The Principal at GALS is responsible for ensuring the quality and success of all instructional programs. The Principal conducts regular (at least quarterly) observations in every classroom, including the ELD. Each observation is followed by 1:1 conversation including observation feedback, troubleshooting and professional goal setting. In addition to this ongoing practice, the Principal works with all staff annually to review summative data on student progress, including annual ELPAC scores. Staff analyze data for trends and patterns and to identify areas of achievement and areas in need of growth. This data analysis is followed by conversation protocols and, if necessary, additional staff training. Our expectations for our English Learners are that our ELs will show proficiency in content areas equal to our general population of students and that our ELs will improve at least one (1) ELD level annually as measured by the ELPAC assessment. Data from these assessments as well as the IAB interim assessments help identify student areas of weakness and success. This information is analyzed by teachers and instructional leaders and informs both instruction and the intervention programs. With data on student skill acquisition, teachers are able to target student areas of strength and weakness. Teachers also progress monitor student growth data on reading fluency and comprehension as measured by Lexile score growth. Most EL students are two or more grade levels behind in the Lexile ranges for students in middle school. Thus, most EL students need to grow their Lexiles by 200 points or more annually, a far greater average than expected. With proper support and extra practice opportunities at school, EL students can achieve these growth gains.

e. Process And Specific Criteria For Reclassification

Before the issuance of each progress report, teachers will summarize students' mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. At the end of the semester teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Principal, Assistant Principal, or Department Lead who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

Reclassification Criteria:

- Meeting or Exceeding standards on state testing.
    - ELPAC: Overall performance level of 4 on the ELPAC.
    - CAASPP: Met or Exceeded Grade Level performance on the ELA/Literacy section of the test.
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening, Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of B- or above in a letter grade system
- Teacher/Leadership Judgment: Classroom teacher and Principal, Assistant Principal, Department Lead judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the CAASPP ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification. Other interim measures include course interim assessments and Achieve3000 Lexile (reading) Level results.

Reclassification Procedures

The following reclassification procedures will be used:

- Each semester, the Principal/Assistant Principal/Department Lead creates a list of all students who meet the ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the ELPAC and CAASPP criteria for reclassification.

- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Principal/Assistant Principal works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the Principal/Assistant Principal sends a reclassification letter to these students' parents and submits their names and report cards to the state for reclassification.
- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CCSS for ELA/Literacy.

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

Students will be monitored in conjunction with the following ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of four proficiency levels: Minimally Developed (1), Somewhat Developed (2), Moderately Developed (3), and Well Developed (4). These descriptors guide GALS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas[74]:

- (1): English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the ELD Standards.
- (2): English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the ELD Standards.
- (3): English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the

[74] https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

"Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the ELD Standards.

- (4): English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (ELD Standards).

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.

- **Overall Proficiency:** A general descriptor of ELs' abilities at entry to, progress through, and exit from the level;
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages**: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication:
    1. Collaborative (engagement in dialogue with others);
    2. Interpretive (comprehension and analysis of written and spoken texts); and
    3. Productive (creation of oral presentations and written texts); and

- Two dimensions of Knowledge of Language:
    1. Metalinguistic Awareness: The extent of language awareness and self-monitoring students have at the level; and
    2. Accuracy of Production: The extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners will continue to be re-evaluated annually using the ELPAC assessment until they meet the eligibility requirements for reclassification. The Principal/Assistant Principal to serve as the testing coordinator and will meet periodically with teachers

throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of four years to ensure that they are able to keep up with their peers. ELPAC testing will not be required during the monitoring period.

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

Because the programs at GALS are highly individualized, the specific needs of LTELs can be readily identified and addressed. LTELs will receive strategic scheduling in the first quarter of the year, with a focus on teaching students how to maximize their time and usage with Achieve3000 to increase their reading skills. LTELS will also participate in our dedicated ELD block in which their academic language and specific academic vocabulary and language structures will be developed. In addition, LTELs may be assigned an ELA teacher or staff with an ELD credential/teaching experience as their Wellness Coach in order to allow greater communication between the LTEL and staff. Wellness coaches communicate student issues to a student's teachers. This pairing will allow for increased communication about student needs. Each Wellness Coach ideally has a wellness team of 14-18 students. LTELs receive dedicated ELD instruction as intervention classes and an online option such as Rosetta Stone or Achieve3000 may be explored to support our LTELs including using computer programs to support language acquisition. Because the needs of LTELs are varied, we will work with ELA teachers and the student's Wellness Team Coach to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. GALS will prioritize resources (e.g. web-based language development programs; curriculum for ELD instruction) for LTELs. Students will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students' specific barriers to reclassification and ways to address them.

Historical data of ELs demonstrates higher proficiency on the ELPAC exam and reclassification rates compared to the CAASPP state test. GALS conducted a Root Cause Analysis which includes three data deep dives:

- Review of EL student data as a cohort and by the four statistically significant subgroups (English Learners, Latinos, Socioeconomically Disadvantaged, and Students with Disabilities): In reviewing individual student data, EL students with one or more unique sub-group have the deepest achievement gap of all ELs. In other words, ELs with IEPs, who are also socio-economically disadvantaged and Latina achieve minimal growth in their three years in middle school. ELs who are Latina and socio-economically advantaged demonstrate growth over time but not at an accelerated rate. The two 'trifecta' examples above, served instrumental in identifying parallels and unique characteristics within the students of each 'trifecta'. Note, Latina as a sub-group unto itself did not demonstrate a unique as the largest ethnic group at GALS is Latina, over 89% of the student body.

- Review of ELA and ELD curriculum and teacher preparation/professional development: Improvements and supplemental curriculum has increased over the last two years.
- Analysis of home-to-school connection among EL families

Plans for all students (inclusive of subgroups) includes individual, monthly communication with parents of ELs and parent education workshops led by content teachers focused on supporting academic progress at home.

Lastly, a detailed plan for the decreasing the school's LTEL rate has been designed by the instructional leadership team with input from the faculty. See below for the year-long plan and with detailed action plan with time frames:

Time Frame	Person Responsible	Supporting Person	Action Plan Description
Summer	Principal	Assistant Principal	• Complete evidence-based literature review to create and inform PD series for teachers on effective instruction of LTELs grounded in research. • Lead PD series on "Understanding LTELs and Effective Strategies for Addressing the Needs of LTEL Students" *Measure/Assessment: PD surveys and teacher scope and sequences (instructional planning)*
Quarter 1	Teachers & Assistant Principal	Principal	• Launch Data Cycle #1: Grade Level Instructional Practices to Improve Outcomes for LTELS • Use Data Cycle #1 outcomes to create signatures strategies school-wide *Measure/Assessment: PD surveys and teacher scope and sequences (instructional planning), student achievement data (Lexile levels, gradebook audits)*
Quarter 2	Teachers	Assistant Principal	• Launch Data Cycle #2: Meeting the needs of LTELs in their content-specific classrooms • Use Data Cycle #2 outcomes to establish department-wide best practices for instructional delivery and curriculum selection *Measure/Assessment: PD surveys and teacher scope and sequences (instructional planning), student achievement data (Lexile levels, Interim Assessment Benchmark results)*
Quarter 3	Principal & Assistant Principal	Teachers	• Differentiate English Essential elective for LTELs *Measure/Assessment: ELPAC*
Quarter 4	Teachers	Principal & Assistant Principal	• Using student achievement data, evaluate the success of the plan. Use the successes and challenges to brainstorm and outline a prioritization plan for the following year *Measure/Assessment: The Prioritization Plan*

28. Gifted and Talented Students and Students Achieving Above Grade Level

GALS identification of students who qualify for Gifted and Talented Education (GATE) aligns with the District's process. Students that earn a score of four (4) on their CAASPP assessment in either Math or ELA for three consecutive years, earn GATE status. Students who arrive at GALS with GATE status maintain that status. A parent may also request a GATE assessment for a student. Each year, the Principal or Assistant Principal reviews the individual student score reports from the CAASPP assessments to identify students that have earned GATE status. Students and families are informed and provided guidance on how to support their daughter. Parent meetings are held three (3) times per year for parent education and support.

Our curriculum is designed to challenge and develop the learning needs of every student. Advanced learning plans provide support for students accelerating beyond the curriculum in the same way that they do for students with particular learning needs. Advanced learning plans are designed by a process involving parents/guardians as well as GALS teachers. Parents/Guardians and students meet with the designated GATE coordinator (the Principal) at the beginning of the year to design and sign off on these plans. The plans are reviewed every 5-10 weeks based on the content of the student's goals. GALS instructional staff will receive training in differentiated instruction based on Carol Ann Tomlinson's model. Differentiated instruction was originally created to specifically address the needs of gifted and talented students – providing them with tasks that offer more abstraction, complexity, open-endedness, and/or independence. Learning materials will be differentiated so that students will have access to materials offering more challenging reading and less structure. Additionally, their seminar option will also provide opportunity for GATE students to self-select enrichment experiences.

29. Student Achieving Below Grade Level

We expect that many students enrolling at GALS are achieving below or significantly below grade level in at least one content area. Students at GALS are not stigmatized because of their past educational histories. Rather, all students develop interim goals toward high academic standards that start from where each student is at the moment.

Teachers at GALS work with students to develop student academic goals *based on evidence of student achievement and progress* for each student specifically targeted to address her needs. All students will take assessments when they begin school. Target measures include Achieve3000 Lexile (reading) Level Set, Mobymax Math Level Set, and Interim assessment results as well as standard mastery data. All students are given baseline assessments to determine their ability to read, write, and utilize basic math functions. Any student determined to need additional support in these areas is guided to work with credentialed ELA and Mathematics instructors who support the development of foundational skills in these areas. Every five weeks, teachers work as a grade level to identify students who are achieving below grade level and in need of support with work completion. Teachers work together with the student and their parent/guardian to

remediate missing assignments and offer opportunities for grade level mastery by extending deadlines on most assignments and assigning students to weekly office hours for additional support. Students may also be placed on academic support plans after a conference with the student, parent/guardian and grade level teachers. Without the ability to read, write, and manipulate numbers fluently, students will struggle with all other academic content and functions. GALS is committed to providing our students with the support necessary to achieve their growth targets.

Examples of interventions available for students achieving below grade level include one-on-one instruction with a teacher or qualified staff, intervention seminars covering remedial content, and the use of technology (e.g., computer programs designed to support remedial skill development). The Principal and Student Support and Progress Team (SSPT) will work with each student achieving below grade level to determine the most appropriate course for remediation and then monitor each student's progress carefully on a quarterly basis.

30. Socio-Economically Disadvantaged Students

The majority of students at GALS LA, are socio-economically disadvantaged. Thus, the academic success plans in place for students with disabilities and students that are English Learners apply for our socio-economically disadvantaged students as well. In other words, the school-wide supports that are used and the specific interventions and success plans for students with disabilities and English Learners are also used with disadvantaged students who are demonstrating little to no academic growth. Additional academic and non-academic supports and interventions are provided to this sub-group. Our teachers and staff are trained on recognizing symptoms and behaviors indicative of a student's need for additional resources, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. A student's Wellness Coach, along with the student's teachers, will identify students and families who might need additional resources or supports, including referrals to community service organizations. Any student in this sub-group is monitored by their Wellness Team Coach Their Wellness Team Coach is one of the student's teachers from their grade level. The Wellness Team Coach and Principal or Assistant Principal review the student's academic performance and well-beings on a bi-weekly basis. As needs are identified, individual teachers (The Wellness Team Coach for the student) communicate this information to their grade level team and the Principal and/or Assistant Principal. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well.

In our root cause analysis, the students in this subgroup had inconsistent family participation and engagement, regardless of language proficiency. Upon reflection, we recognize the need to create parent engagement opportunities that can take place from home. This can be done by creating weekly opportunities for students to explicitly share

their daily school experience with their parent/guardian and document their dialogue orally through an online platform such as Flipgrid or written in a Learning Reflections Journal. Parents are welcome to participate in their native language and instructions will be provided in English and Spanish. Spanish is the most prominent home language among our socio-economically disadvantaged students.

As noted in other sub-groups above, there is often cross-over among the sub-groups. When these cohorts are analyzed, their yearly academic progress is lower than students with only one factor. For example, socio-economically disadvantaged students that are also English Learners comprise the LTELs. Through this analysis a detailed action plan with time bound action steps was created and is documented in the section, 'Process for monitoring progress and supports for Long Term English Learners (LTELs).

Students with Disabilities

This section is reasonably comprehensively addressed with FSDRL, above.

31. Students in Other Subgroups

As noted throughout this petition, GALS program is designed to offer a personalized, caring instructional environment that will serve individual student needs, including the needs of students who may be in foster care and/or probationary youth, and students dealing with the impact of abuse, neglect and substance abuse. While very limited in numbers, GALS has Foster Youth and students experiencing homelessness. The Principal serves as the Homeless Liaison and the Foster Care Advocate. The Principal will enroll in online trainings provided by the district for these roles. GALS provides parent questionnaires at the time of enrollment and provides a mid-year questionnaire regarding any updates that families need to be shared mid-year for on-going identification of these two sub-groups. Identification of these specialized student populations is a personal and sensitive matter. School staff treat this information with sensitivity and keep the identification of these student populations confidential, unless required to disclose. GALS follows the district's policy bulletin on the educational rights and guidelines for youth in foster care, experiencing homelessness, and/or involved in the juvenile justice system.

GALS provides extensive support for these students in the context of our entire program. While students that overlap in two or more of the above named subgroups, are not considered an 'other' subgroup, they do present intensive needs for academic and socio-emotional support. GALS was recently recognized by the Chan Zuckerberg Initiative for the strength of its model as it demonstrates integration across six domains of Comprehensive Student Development:

32. A Typical Day”

Morning Computer Lab: Maria is dropped off in front of GALS, she walks into GALS at 7:40 am. She is greeted by a GALS staff on supervision duty at the sidewalk. As she walks on campus, her mom and the GALS staff talk about the upcoming Coffee with the Principal. She crosses the courtyard and is greeted by another GALS staff who asks about her weekend. Once inside, she joins the morning computer lab hosted by the 8th grade ELA teacher. Maria checks out a student laptop and logs into her Parent Portal. She sees she’s late on one of her reading assignments and takes the remaining 15 minutes of computer lab to complete this assignment on Achieve3000. At 8:00am she checks her computer back in and visits her locker. She puts away her backpack and lunch packed with healthy snacks, holding onto her water bottle, trail mix, and materials for her first class. She picks up breakfast (a sausage egg burrito, banana and orange juice) and heads to her Wellness Team classroom.

Breakfast: She’s greeted by her Wellness Team Coach (also her history teacher) who has CNN student news playing on the projector. Her coach asks about last night’s softball game and Maria tells her about the GALS win. Maria sits at a desk among her wellness team, 15 girls who share this morning time together, work out together, challenge each other, learn from one another, grow together.

Morning Movement (8:30am-9:20am): For this module, Maria’s Wellness Team is paired up with one other 7th grade team for Self-Defense with her two favorite instructors from Team Bully Busters. So far in this module, they practiced boxing, jiu jitsu, and judo. Now they’re on Muay Thai. Her Wellness Team coach leads the team in a warm-up then the Self-Defense instructors take over. In today’s lesson, Maria learns how to use strength and balance to push-kick an aggressor away from her so that she doesn’t get hurt by incoming punches. The coaches break down the proper technique for a push kick, then pair students up to practice with each other. The coaches float around the room, giving feedback on

students' technique and high fives for their growing skills. At the end of the workout, the coaches ask for volunteers to demonstrate their push kicks for the whole group, and Maria (along with a handful of other students) excitedly thrusts her hand into the air. "*I've got this one!!"* she thinks to herself. The coach calls on her to show her push kicks to the group. The coaches praise her for her technique and intensity -- *"Great job, Maria!! Great job guarding your face during your kick."* Maria feels proud. She learned a new skill today -- although hopefully it's one she won't ever have to use in real life! Nonetheless, she feels more confident knowing that she could protect herself and get away if she needed to in a dangerous situation.

The workout ends, and the Wellness Team coaches ask for volunteers to lead the GALS Pledge. Maria again shoots her hand into the air, feeling great about her morning so far. Her coach calls on her and three others to come to the front to lead the Pledge.

"I know who I am," says the first student.
"I know who I am," the rest of the room repeats back.
"I know that I matter," says Maria, standing tall and proud in the front of the room.
"I know that I matter," the room resounds.

Maria heads back to her Movement classroom to gather her belongings before heading to her core classes. The rotation of her core classes changes daily – Maria knows that her brain is most primed for learning after she's gotten her heart rate up (they talked about it in Science), and the rotation allows for each of her core courses to follow morning movement once a week. She likes the rotation as she has a different class at the end of each day when she starts thinking about volleyball.

Period 1: Maria fills her water bottle and heads off to her first period. Today is Monday, "A" Day, so Maria knows to start with her GALS 201 class for period 1 where she is greeted at the door by her teacher. As she takes her seat, she reads the teacher's instructions on the board to take out her GALS journal and begin answering today's prompt, "Using yesterday's notes on the Ted Talk, explain what financial literacy means to you". After several students, including herself, share out, Maria's table continues working on their budgeting project. Maria listens to her body and notices she's hungry. It's about this time each morning after movement that she knows she needs to refuel; she takes out her trail mix. The current unit in GALS is on Financial Literacy. During the last unit, she worked on an environmental sustainability project with her classmates. Up next, she'll be presented with a few options on modalities for an art project where she will create a 3D visualization of herself as she portrays both her external and internal identity to others. Before class ends, Maria's GALS teacher takes a volunteer for Friday's Circle, a weekly practice of sharing which follows the four rules: speak from the heart, listen from the heart, say just enough, and honor privacy. Nathalie is selected to bring the talking piece on Friday. She'll begin with sharing why her artifact is special to her, answer one of the given prompts, then pass to her left (the direction of her heart) for others to share.

At 10:17am, the bell rings. "Bell" is a different term at GALS, as the bell is actually 30 seconds of Katy Perry, or Adele, even Beyonce blared over the loudspeaker. Maria walks out of the classroom and sees teachers and students in the hallways moving to their next class, some dancing to the music, others stopping at their lockers or to fill their reusable water bottles. She makes her way to her math class. As she's lined up outside the door, she admires the 6th grader's ELA projects on the Hero's Journey posted on the bulletin board across the hall. She remembers how much she loved learning about Greek Mythology as she read *The Lightning Thief*.

Period 2 (10:22am-11:14am): Maria is in a 7th grade Math class. After a quick Do Now review of fractions, she and her partner are working on scale factor. Today's learning target is on the board, "I will measure dimensions of an object and use a scale factor to calculate new dimensions of a similar object." Maria and her partner have decided to use a stick of Juicy Fruit gum as the basis for their project. They need to measure the dimensions, and then enlarge or decrease the object and build a mathematically similar object. Because Maria is tenacious, her math teacher has encouraged her to choose a more difficult scale factor, rather than an integer value. Maria chooses a scale factor of 9/4 and starts measuring her original dimensions and calculating her new ones. Halfway into her project work, Maria notices she's starting to get fidgety – actually most of her class seems antsy. Her teacher notices as well. "Brain boost! Everyone carefully stand on top of your chair --- Let's see the Fraction Dance" – The girls jump up, and start waving their hands to their heads and to their sides rhythmically as they recite the chant they learned in 6th grade --- "Top times Top, Bottom times Bottom, doin' that Fraction Thing!" This brain boost is perfect, as Maria just had to multiply her dimension of 2.5 (5/2) by her scale factor of 9/4!

During the five minute transition, Maria bobs her head to the tunes of her favorite artist over the speakers, visits her locker to grab a bag of cucumbers and trades her math notebook for her History folder. Then she's off to Period 3.

Period 3 (11:19am-12:11pm): Maria's history teacher waves good morning down the line of students and gives the direction to the line to grab notebooks room the bookshelf before taking their seats in the circle. Maria grabs her notebook and joins her peers who are sitting at desks in a circle formation. This is a discussion-based class – students are reading and talking about the Birmingham bus boycott. They've watched first-hand accounts and currently imagining themselves in that situation and diary entries based on their work with primary and secondary sources for this lesson's Document Based Questions (DBQs). She feels prepared to share out using evidence from her sources, and question her peers using accountable talk. Today's lesson has movement to deliver content. About half way through the facilitated discussion, her teacher instructs students to visit images posted in all four corners- each has key information to bring back for the second half of the discussion. The key is if you're visiting the photo in corner 1 - you have to hop there, corner 2- you side squat, corner 3 - you grapevine to, and corner 4 - you visit with high knees. At any point during the second half, students are encouraged to revisit these image sources, following the movement for each. Today's exit ticket asks Maria to provide feedback on how the four images impacted the class discussion. Maria joins her peers with her sticky note to each of

the four images as she crafts her answer. She proudly posts it on the chart paper by the door on her way out.

Seminar Period (12:16pm-1:01pm): Because Maria is on grade-level, and doing well in her classes, she's been placed in a Socratic Seminar. This is a small discussion-based reading class based around popular and relevant young adult fiction. Her class has decided to read *The Hunger Games* and Maria's group is creating an interpretive dance performance based on the characters and their struggles in the novel. Maria has never danced in public before and she's pretty nervous about her upcoming performance to the rest of her school during Community Meeting. Last week's Community Meeting featured a poetry slam, the week before, a guest speaker from the UCLA gymnastics team.

LUNCH (1:01pm-1:36pm): Grabbing a healthy lunch from the school food line, Maria sits with her friends and chats about her morning classes. Roughly 20 minutes into lunch, she heads outside where she and her friends practice the football throwing skills they learned in their last Movement module- team games. When the music stops playing, Maria runs back inside to double check that the table and floor where she was sitting before is clean before heading back to her locker.

Period 4 (1:41pm-2:33pm): Maria and her class are using microscopes in Science to learn about single-celled organisms located in the pond water they collected during their field trip the previous week. After a quick brain boost where they act out the movement styles of paramecium, amoebas, and euglenas, Maria's class transitions to preparing for the science showcase at the upcoming Back to School Night. While standing at a worktable, Maria considers her independent science research project and the upcoming science showcase. Her teacher has provided her with a Google Docs graphic organizer in her Science Google Classroom that describes the key components of a well-designed experiment. She's working on generating a sound hypothesis that meets her teacher's approval. She drafts a sample statement on her gDoc, "If I listen to pop music when I fall asleep then I will sleep better." She raises her hand and her teacher comes over to her, reads her hypothesis, and asks her several questions about what it means to sleep "better" and probes for information on how she will measure her results. Her teacher directs her to a section of the rubric posted in Google Classroom and the accompanying folder of exemplars. No easy answers come from her teacher, but Maria is confident with how to use the resources as she reconsiders her hypothesis with an eye towards measurable data.

Period 5 (2:38pm-3:30pm) ELA: Maria's current unit is based on persuasive writing. She and her classmates have chosen "Body Image" as their primary topic that relates directly to the CCSS standard, "Write arguments to support claims with clear reasons and relevant evidence." As a result, her teacher has provided the class with several different newspapers, interview videos and transcriptions, magazines and internet blogs that cite research based on adolescent girls and body image. Prior to this writing unit, Maria learned about 7th grade research standards, credible sources and citing. She was proud to earn Standard Met on her Research Interim Assessment. For her next unit, Maria will be working on a research project and critically examining websites and articles herself.

However, since this unit is on persuasion, her teacher is supporting their efforts by providing relevant articles so that Maria and her classmates can focus on writing. Maria knows that her work on this essay is directly tied to the common core standard and she focuses in on today's learning target of "I will construct a body paragraph for my essay that includes a topic sentence and justifies two points of relevant evidence." Maria is writing about media messaging to young girls. She's particularly struck by the statistic that on average, adolescents watch 28 hours of TV. She's wondering about how that influences the messages that girls receive, and how she can work that into her essay. The next source she'll pull from is an article published by the National Coalition of Girls Schools (NCGS).

Along with writing an essay, the girls in Maria's class are also tasked to create a social action project that directly relates to their essays. Maria is proposing that the 7th graders cover all GALS bathroom mirrors with colorful paper, selfies of GALS girls, and self-affirming quotes. Maria's hope is that girls leave the bathroom feeling good about themselves. Maria's class votes in favor of her idea and begin strategizing when and how they will deliver their sneak attack on the bathroom mirrors.

Dismissal and Office Hours (3:30-3:45pm): The final song bell plays over the school speakers as Maria signs into After School, grabs today's provided snack of apple slices and goldfish, and makes her way to the 7th grade teacher's office hours which are held this semester in the Math classroom. On the way, she pops her head into her assigned after school room to tell her coach she's running to grade level office hours. Maria grabs a computer to log into Google Classroom to ask an additional question of her science teacher regarding her science showcase idea. She's continued to think about it all day and is pleased to receive positive feedback from her teacher. She makes some final edits in her gDoc and submits the assignment in Google Classroom before returning the laptop. She waves goodbye to her friend who's working with the ELA teacher and refills her water bottle on the way to her coach's room. She wants to stay hydrated for today's practice.

After School (3:45pm)
Maria is on the softball team. When she returns to the coach's room, she joins her teammates for the last 15 minutes of homework time. The coach always gives the team 30 minutes after the dismissal bell to visit office hours or work on assignments. The girls on the team are expected to succeed academically, but also supported when they need help. After homework time is up, the team grabs their equipment and heads out to the field. They're pumped about next week's annual student vs staff softball game and really want to impress all of their families who show up.

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

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

1. Measurable Goals of the Educational Program

Please see Element 1, Section, *LCFF State Priorities Table in accordance with the Requirements Of California Education Code § 47605(c)(5)(A)(ii).*

2. Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please see Element 1, Section, *LCFF State Priorities Table in accordance with the Requirements Of California Education Code § 47605(c)(5)(A)(ii).*

4. Other Performance Targets

Please see Element 1, Section 8, *LCFF State Priorities*.

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

Beyond mandated state assessments, GALS utilizes frequent, authentic assessment to: evaluate academic progress of individual students and key subgroups, measure the effectiveness of curriculum and instruction, and appropriately guide school planning.

For Benchmark and Interim Assessments, GALS uses norm-referenced test that meet the criteria for verified data (nationally, recognized, valid, peer-reviewed, and reliable sources that externally produced). Below are examples:

- NWEA MAP (Measures of Academic Progress) is a nationally norm referenced test that meets verified data criteria as confirmed by MetaMetrics and National Assessment of Educational Progress (NAEP)[75] NWEA MAP is administered at beginning of the year (in the first six weeks of school and at the end of the year (in the last six weeks of school). Performance expectations for NWEA MAP are determined by RIT score for each grade level, see table below.

[75] 2020 NWEA MAP Growth normative data review.

Student achievement norms

The norms in the tables below have a very straightforward interpretation. For example, in the achievement norms for reading, grade 2 students in the fall had a mean score of 172.35 and a standard deviation of 15.19. To get a sense of how much variation there was, the SD of 15.19 can be subtracted from the mean and added to the mean to produce a range of about 157–188. Since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range.

2020 Reading Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

-
- Smarter Balanced Interim Assessment Benchmarks (IABs) are norm-referenced test that meet the verified data criteria per description of the scoring methods of the Smarter Balanced assessments designed for accountability purposes[76] The IABs are administered quarterly,at least one ELA and one Math IAB per quarter. Except in Quarter 4 when the Summative SBAC is administered. IAB score reports focus on a smaller set of skills and provide targeted information about student performance on a related set of standards. IAB results are reported on three classifications: “Below Standard”, “Near Standard”, and “Above Standard”
- Achieve 3000 meets the verified data criteria per MetaMetrics with the Bayesian Scoring Algorithm.[77] The Achieve 3000 LevelSet is taken 3 times per year and the Lexile levels are adjusted monthly based upon the individual student’s usage and progress..

[76] Smarter Balanced Scoring Specificications: Summatve and Interim Assessments, 2020
[77] Achieve 3000 Assessment and Measures

To interpret students' Lexiles, Achieve3000 recommends using the College and Career Readiness chart, shown below, to determine whether students are on track for college and career. Follow these steps:

Find the student's nominal grade in the column titled 'Grade.' For a fifth grade student, find the number 5.

Following the row corresponding to the student's grade, find the range in the next four columns that includes the student's Lexile. For a fifth grade student with a Lexile of 800, the correct column would be the 'Approaches' column.

Determine if the student is on track for college and career. A fifth grade student with a Lexile of 800 is not on track for college and career readiness but is approaching being on track.

	College and Career Readiness			
	Not On Track		On Track	
Grade	Falls Far Below	Approaches	Meets	Exceeds
1	BR115L and Below	BR110L – 185L	190L – 530L	535L and Above
2	150L and Below	155L – 415L	420L – 650L	655L and Above
3	265L and Below	270L – 515L	520L – 820L	825L and Above
4	385L and Below	390L – 735L	740L – 940L	945L and Above
5	500L and Below	505L – 825L	830L – 1010L	1015L and Above
6	555L and Below	560L – 920L	925L – 1070L	1075L and Above
7	625L and Below	630L – 965L	970L – 1120L	1125L and Above
8	660L and Below	665L – 1005L	1010L – 1185L	1190L and Above
9	775L and Below	780L – 1045L	1050L – 1260L	1265L and Above
10	830L and Below	835L – 1075L	1080L – 1335L	1340L and Above
11/12	950L and Below	955L – 1180L	1185L – 1385L	1390L and Above

Every student who walks through our doors is screened for academic as well as language proficiency, and the school utilizes ongoing assessment to measure academic growth and inform instructional approaches and any necessary interventions. Within the classroom, students receive continual feedback and guidance. GALS staff teach students how to access, track and understand their own data so they can monitor their own progress and set goals. Teachers communicate regularly with parents/guardians on assessment results to ensure that students receive appropriate supports to meet their learning targets. Assessments include:

- *Benchmark Assessments*: The incoming 6th grade class and students new to GALS start with a reading and math level set. The data from these assessments, combined with prior year report cards, are used to best create student schedules. GALS uses the Achieve3000 level set to obtain baseline performance data in reading, the initial ELPAC for new language learners, and IABs for mathematics. The reading level set and Interim Assessments are administered, at minimum, three times per year – once at the start of the school year, once in the middle, and once at the end in order to assess where students begin, to recognize where specific instructional strategies or interventions might be necessary, and to track students' progress throughout the year. Instructional staff will use the growth and achievement data from these assessments to develop targeted instructional strategies for individual classrooms and overall school improvement.

- *Classroom Interim Assessments*: Each course at GALS has a comprehensive set of standards derived from CCSS, and teachers will use assessments for and of learning, in addition to school-wide assessments, to monitor student progress to ensure that students meet learning targets and show sufficient growth towards CCSS mastery. The assessments are targeted directly to CCSS. The data from each assessment as well as classroom standard-based assignments identifies each student's standard mastery and are intentionally used throughout the year in data cycles. Core and Intervention teachers use this information to guide and inform instruction.
- *Portfolios:* Portfolios allow students to display their authentic work and accomplishments. Students speak to their portfolio work at student-led conferences, guided by a script they complete leading up to conferences. Portfolios include graded work samples, often including teacher's written targeted academic feedback. Work samples may be used to support IEP meetings and EL reclassification. They are also referenced throughout the year for student self-reflection and goal setting.

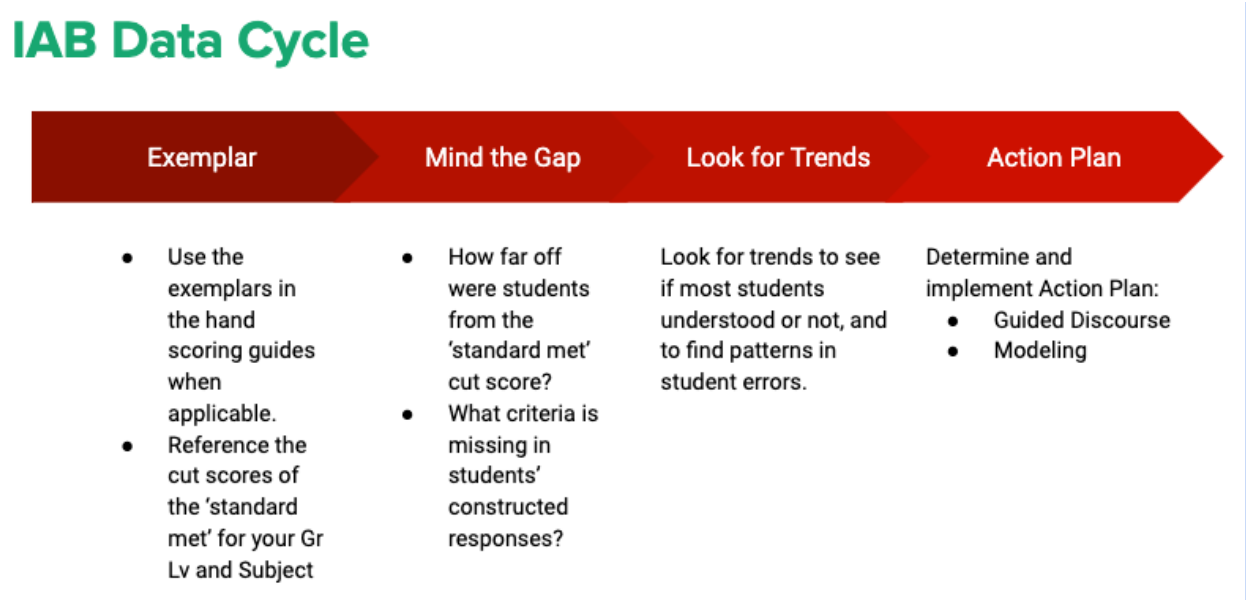
6. Data Analysis and Reporting

GALS uses a student information system such as Illuminate to collect and store data such as student contact information, demographics, grades, and attendance. The "state known data imports" tool is used to upload state data results files from CAASPP assessments and ELPAC to view and create quick reports. Illuminate's parent and student portal now provide access for parents to access PDF copies of individual student score reports. We use the system to closely track academic achievement and growth; as it allows for quick student analysis using multiple indicators and can aid in creating individual learning plans and/or RtI plans. GALS exports this data into a file that is then inputted or uploaded into MiSiS and used to create the data set. The Principal leads the data management process to design school-wide professional development plans, and grade level teams (including classroom teachers, the special education teacher and intervention coordinator) monitor student performance every 5-8 weeks to create classroom improvement plans. These conversations can occur during shared planning time or during the weekly professional development time. Due to the sun setting of Illuminate's SIS, the GALS leadership team is currently selecting a new data systems and SIS to that meets the necessary requirements and is positively reviewed by other local and/or national charter schools.

Data-Analysis Process:
GALS believes that data analysis with action planning is one of the core levers for increasing and supporting student achievement. As such, the GALS data-analysis process involves numerous GALS stakeholders. The GALS School Accountability Committee (SAC) includes board members, the Principal, parents, and teachers. This committee reviews state-level data as well as interim data and drives the conversation around setting and achieving school-goals. All individual student data is confidential – the SAC reviews data by cohort or disaggregated data but not individual data. Within the GALS staff, goals are set

and monitored by the GALS Executive Director and the Principal. This group then presents school goals to the faculty.

Interim assessments are primarily analyzed by the content teachers and teacher leaders with support from the Principal/Assistant Principal through the data cycle process described in the Instructional Methods and Strategies Section above. Teacher leaders are experienced classroom teachers who receive a stipend for taking on additional responsibility. Teachers use data daily in order to drive instruction. Additionally, after each semester, the GALS staff comes together to further analyze data in order to inform instruction and determine student intervention. An illustration of the data cycle process can be seen below:



Results from interim assessments and reading level sets are presented to the board and shared with the School Accountability Committee. At every Board meeting, the Principal provides an academic report. This report includes the latest Lexile growth data. The GALS Board also reviews operational and financial metrics monthly, and academic and behavioral data semesterly. Data is recorded on both a monthly financial scorecard as well as a semesterly Academic/Behavioral scorecard which also reflects GALS enrollment and demographic data.

Interim Assessments

GALS is committed to implementing an interim assessment cycle using the CAASPP Interim Assessment Benchmarks (IABs). Student results from IABs provide teachers with valuable information that they then use to drive and inform instruction.

GALS Interim Assessments: GALS teachers implement the IABs at minimum, three times a year to inform students mastery of standards and their anticipated trajectory on the end of year state assessment. Based on Paul Bambrick-Santoyo's work in *Driven by Data*, the IABs

are rigorous and provide teachers with relevant data that allows them to make corrections to their courses and daily instruction to support student content mastery.

Since the interim assessments are given three or more times per year, this process results in more frequent data that teachers use in facilitated data cycles to drive instruction and address student areas of weakness.

A sample Interim Assessment process is included below

- Review of Interim Assessment platform updates and results portal during Summer Professional Development
- All students take IAB #1 in October
- Within two weeks of IAB #1, School-wide professional development time to analyze data and adapt quarter two scope and sequence and lesson plans in order to target areas of need
- Use proven strategies to address gaps identified in results from IAB #1.
- Revisit mastery of learning targets addressed through re-teaching gaps identified in IAB #1

The next IAB is typically taken in January or early February. The data cycle repeats.

Data-Driven Instruction and Class Placement: Interim Assessments and reading level set data yield valuable information that not only help inform instruction within the classroom setting, but also help determine student placement in seminar classes. By the six-week mark, teachers analyze data, collaborate, and assess students' schedules. In some cases, students' schedules are adjusted to allow for access to the most appropriate class and section to meet their needs and help them grow. GALS offers small Language Arts and Math intervention seminar classes that meet four days a week for 45 minutes and are focused on developing skills to master grade level learning targets. The data provided by these assessments helps place students in these classes and also identifies the skills that they most need to work on in a small group setting. Student placement in these intervention classes is re-examined every semester and in some cases, quarterly. This placement flexibility is a hallmark of GALS scheduling and is often referred to as "dynamic scheduling". Students and parents respond well to it, knowing that the class is targeted to individual needs and is not necessarily a permanent placement.

7. Grading, Progress Reporting, and Promotion/Retention

Parents/guardians stay well informed about student progress throughout the year through a structure of progress reports, report cards and student-led conferences.

GALS' teachers create standards-based specific learning targets for their classes and then use multiple measures to assess student understanding. Standards-based grading measures students' proficiency on defined course objectives (learning targets or CCSS). The scores and grades given to students reflect individual student understanding of specific learning targets being taught in each unit in each of their academic classes. GALS teachers use a four (4)-point scale outlined in the chart below to score a student's understanding on

any assessment (for example: quizzes, tests, essays, presentations, projects, classwork, etc.). Students will receive a 0-4 score for each learning target assessed. By the end of a particular grading period, each learning target will be assessed multiple times and in a variety of ways. When determining the overall and learning target grades, the most recent demonstrations of understanding carry the most weight.

When learning targets are expressed in a scale format, a description of the levels of understanding and performance about them provide teachers and students with details about the student's level of mastery for the learning target. As you will see in the chart below, a student who meets the grade-level standards-based learning targets will earn an 3.0. This grading may occur in a rubric, however, more frequently an assignment may contain several Standards Scores depending on the standards targeted by each assignment. Assessment questions and tasks would be tagged to the standards that are being addressed; at times several standards are included, particularly in the end of unit assessments. Advanced work is truly above-grade level content, thus earning a 4.0 is not a common occurrence in a standards-based assessment model. Students who are unable to demonstrate an understanding of at least the simplified learning targets will not have a passing grade. The grid below includes descriptions for the overall language used in all grade level courses. The letter grade of "NY" is reserved for students who are "not yet" meeting grade level standards.

GALS 2019-20 Grade Scale

Letter Grade	Percentage	Rubric Score	Meaning
A	95%-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A-	90%-94.9%		
B	85%-89.9%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B-	80%-84.9%		
C	75%-79.9%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C-	70%-74.9%		
NY	65%-69.9%	1	A student earning less than a 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.
NY	55%	M	Student's work is missing, never completed.

Family Communication

Communication with Wellness Team Coaches:
Each student at GALS is assigned an advisor, called a Wellness Team (WT) Coach. Wellness Team coaches are teachers who meet their teams -small groups of about 13-17 students – each morning for breakfast, Morning Movement and Friday Community Meetings. If students aren't present for breakfast/WT time, WT coaches specifically check in with those students and families to support with improving attendance and connecting families with resources as necessary. WT coaches serve as point person on students' academic, social, and emotional wellbeing and growth. Families meet their child's Wellness Team Coach at Back to School Night in August.

Student Information System:
GALS uses a comprehensive and customizable student information system such as Illuminate, which allows for access to student data and provides teachers and parents a complete picture of a student including: standards mastery, course and assignment grades, behavior, attendance, homework, standardized tests results, and GALS specific data such as growth in Morning Movement. Students and parents are taught how to access, interpret, and download the above data through the Parent Portal.

Grade Checks, Progress Reports and Report Cards:
Grade Checks are conducted every other week, allowing for grades transparency and standards mastery. Students are taught to have ownership over their grades and learn how to use their Parent Portal to self-monitor their grades on every graded assignment. They are given a graphic organizer every other week during Grade Checks to fill in the titles of each assignment missing or eligible for re-takes. Students share this graphic organizer with their parent/guardian and return it signed to their GALS Series teacher the following day. The grade check graphic organizer is accompanies with the following messaging to parents/guardians:

> To demonstrate standards mastery, students are expected to re-do assignments earning an NY or lower. NY stands for "not yet" meeting grade level standards. Make-up assessments must be scheduled with the teacher and are completed during morning lab or office hours, not during lunch or class time. For absences, students have the same number of days they were absent to return make-up work before it becomes missing. All students have the option to use the morning lab daily from 7am-8am and teacher office hours to work on make-up classwork and homework.

In addition to having real-time access to gradebooks through the Portal and the biweekly grade checks, progress reports are sent home with students at the end of the 1st and 3rd quarters, half way through each semester. Progress reports do not include individual assignment scores as the grade checks do. They include a mid-semester summary of overall grades in each class, number of missing assignments in each class, and mid-semester announcements.

Report cards are sent home with students and posted on the Parent Portal for download at the close of each semester, twice a year. Report Cards contain final grades for each course, total number of absences and tardies, Lexile Level, and end of semester announcements.

Student-Led Conferences:
Conferences are held on Minimum Days twice a year during the fall and spring. Teachers prepare students for their leadership role in conferences in the days leading up to this signature GALS event by providing students with a fill-in-the-blank script. Students use their class portfolios, work samples, Parent Portal, and data in online academic programs such as Achieve3000 or Khan Academy to complete their individual scripts which they read from during their conference. On conference nights, students visit each teacher in order of their schedule, starting with their Wellness Team Coach. Students use their growth in Movement, attendance data, and social-emotional sentence frames when leading this conference. From there, students visit each content classroom, including their GALS Series class. They check in with the teacher, retrieve their scripts and necessary work samples, portfolios, or computers to share with their parents their current academic standing, work they are proud of, areas of growth, and how their family can support them. Student-Led conferences continue to be one of GALS' signature practices from which students report feeling a sense of pride and independence. Parents/guardians also enjoy seeing their students taking responsibility, using their voice, and demonstrating confidence. Teachers sit in on select students' conferences (IEPs, 504s, ELs, students on academic or behavior support plans) to provide support and specific feedback as necessary.

Coffee With the Principal:
Held every month in English and Spanish, topics include school events and program updates as well as presentations form local community based organizations and agencies. Special guests include the East Valley representative for the LA Mayor's office, the community police officer, the Executive Director of Journey Out, the Director of Panorama Rec Center, and many more. The agenda for each month's Coffee with the Principal is co-created with the Executive Director and with input by the Office Coordinator and parents. This monthly opportunity to connect with families has consistently strong attendance and participation. The meetings are always translated, and copies of the presentation are sent out within a week via the parent newsletter.

Eighth Grade Meetings:
A GALS student's 8th grade year is full of celebration and special events. To keep 8th grade students, parents, and staff updated on these special events and announcements, mandatory 8th grade meetings are held a minimum of four (4) evenings throughout the year. In addition to these in-person meetings, all 8th grade announcements and events are shared with all stakeholders in the 8th Grade Manual, a living newsletter which is updated before each 8th grade meeting.

Fall Meeting:

- 8th grade events & privileges big picture
- Academic expectations
- High school research, applications

- AKALA college counseling

Winter Meeting:

- 8th grade trip
- 8th grade dance
- Cap & Gowns
- 8th grade class t-shirt
- 8th grade class panorama photo
- Yearbook quotes & dedication messages
- Graduation Big Picture
- Academic expectations

Early Spring Meeting:

- 8th grade trip & dance updates
- Yearbook reminders
- AKALA college counseling
- Graduation details
- Academic expectations

Late Spring Meeting:

- Graduation specifics
- Final report cards & transcripts
- Academic expectations
- GALS Alumnae Network & staying in touch

GALS Executive Leadership Team Meetings

Review of the following occurs weekly between the Principal and Assistant Principal:

- Curriculum pacing and instructional plans: The Principal and Assistant Principal review the progress and pacing of the curriculum maps and norm on teacher observations to identify instructional trends to address and celebrate with individual teachers, grade levels, and/or departments
- Every two weeks, the Assistant Principal and Principal review the progress of students receiving tiered intervention. Student rosters are dynamic and regular review ensures that students demonstrating significant progress can move toward their next goal and students not progressing adequately can receive additional support
- The Executive Leadership team reviews the data monthly and communicates the progress to the instructional team monthly. This monthly report is also shared with the GALS Board of Directors at each Board meeting which takes place once a month.

GALS Board of Directors

- *As mentioned above, the Board of Director's receives and is presented with an Academic Report by the Principal each month. At this time, the Board ask clarifying and probing questions to the Principal.*

Continuation, Summer School, and Retention

At the end of each year, a student's readiness to advance to the next grade level will be evaluated through several measures: benchmark and other standardized assessments,

grades/transcripts, narrative teacher evaluations, attendance, and work sample portfolios. These assessment tools must illustrate that a student has met 70% of the learning outcomes of a given grade level as well as the outcomes stated in their individual learning plan in order for her to be promoted. This is a collaborative process that involves the student, their family, teachers, and the Leadership Team.

Students and families are notified by letter every 5-8 weeks if they are significantly behind on assignment completion, standards mastery, attendance and/or behavioral expectations. In the 3rd quarter, students who are significantly behind, earning a NY in one or more classes, may be notified more frequently and through additional methods such as phone call or in-person conference with the principal.

Students who fail (with an NY) one or more core academic classes may be eligible for summer school remediation and must demonstrate readiness by earning a 70% or better on work completion and a comprehensive assessment for each class that they failed. Students who have still not met 70% of the learning outcomes will be recommended for retention as well as students who have failed three or more core academic classes. While retention due to lack of effort is not something to be celebrated, we believe that when students make a conscious decision to do better - that is something worth celebrating. Therefore, we will cultivate a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere. Additionally, we work with parents throughout the year to ensure that parents are a part of the decision to retain a student when and if necessary. Parents are notified through grade level conferences with the student's teachers, progress reports every 5 weeks, and ultimately a letter when their child is **at risk** of not meeting grade level standards for promotion. This letter is issued between the 15th and 20th week of the school. All written notification must be signed by the parent during a conference at school where the letter is presented or returned to the school by the parent. The letter states that ultimately the final decision for retention is at the sole discretion of the parent. Thus, there is not an appeals process or timeline for retention. Any student that has a 'risk of retention' conference and is issued a 'at risk for retention letter is followed up with a parent in-person or phone conference with at least one teacher and one administrator every 2 weeks for the next ten weeks. These meetings serve as check in and to identify any additional needs or supports and review the student's progress. Finally, students with the following reasons for extended absences, will have the opportunity to make up missed work (for full credit) in a reasonable amount of time, for consideration for grade promotion:

- Illness (with note from doctor on official letterhead)
- Under quarantine under the direction of a county or health officer
- For the purpose of attending the funeral service of a member of his or her immediate family, so long as the absence in not more than one if the service is conducted in California and not more than three days if the service is conducted outside California

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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

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

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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.

1. Governance Structure

GALS is a direct-funded independent charter school operated as Girls Athletic Leadership Schools Los Angeles, a California Nonprofit Public Benefit Corporation with a pending 501(c)(3) designation from the IRS.

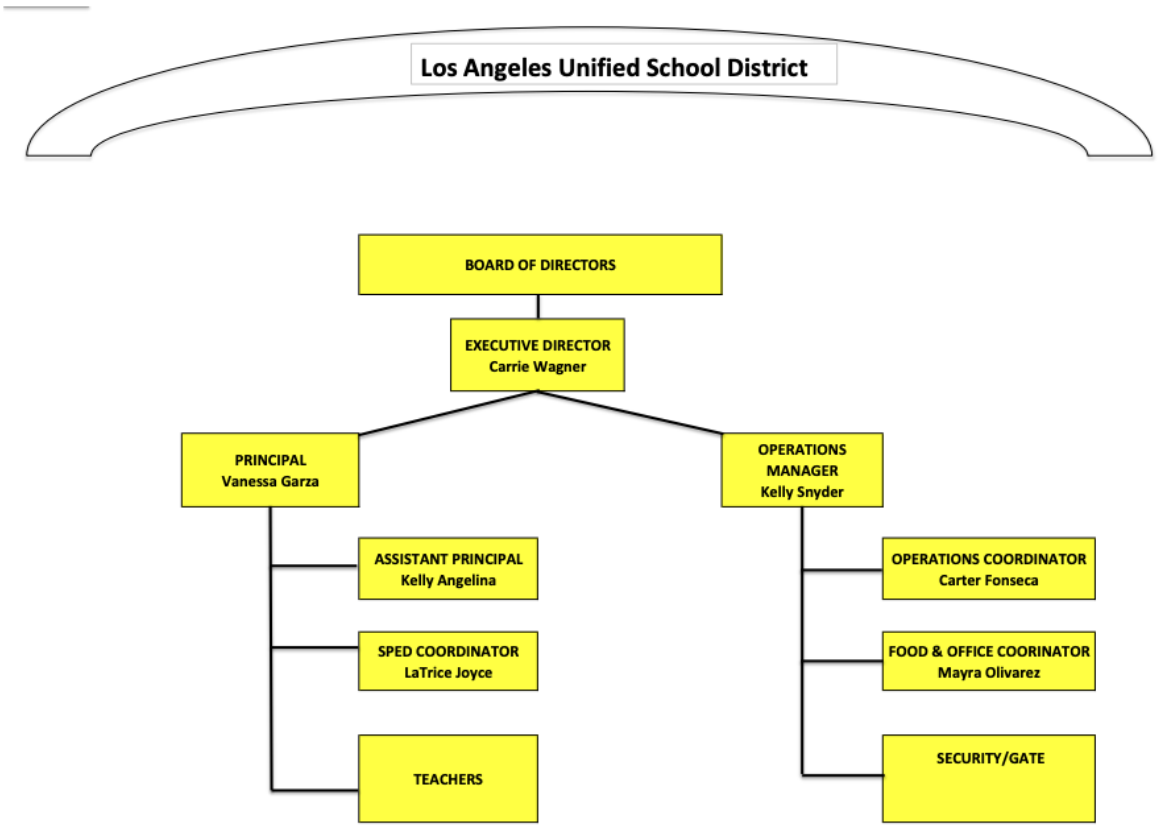
GALS is governed by the Girls Athletic Leadership Schools Los Angeles Board of Directors (Board), which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Organizational Chart

The governance structure and internal organization of participation and leadership at GALS has been designed to ensure that, through ongoing communication and collaboration, the

entire school community fully achieves the school's mission. The organizational structure of GALS meets all legal and District mandates.

The following chart illustrates our Organizational Structure.



<u>Major Roles and Responsibilities</u>

Board
In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Girls Athletic Leadership Schools Bylaws, the Board is fully responsible for the operation and fiscal affairs of GALS including but not limited to the following:

- Ensure GALS meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Approve all contractual agreements in excess of $10,000. The Executive Director approves all contractual agreements less than $10,000;
- Approve and monitor GALS's annual budget, budget revisions, and monthly cash flow statements;

- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support GALS
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve material revisions as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with any law, this charter or the purposes for which GALS is established.

Executive Director

- Ensure ongoing academic excellence
- Hire, lead, coach, develop and retain high performance team
- Ensures that people and resources are allocated appropriately to achieve the charter goals
- Ensures regular cycles of long-range strategic planning and annual goal setting that incorporates data on student performance and stakeholder feedback
- Ensures the development of a shared vision for the charter school that incorporates the voices and perspectives of diverse stakeholders and opinions
- Works collaboratively with the Board as stewards of the charter
- Guides all fundraising and marketing strategies
- Works to ensure that charter school operations are incorporating best practices with the utmost integrity
- Ensures robust parent and community engagement that supports students' success and the school community

Governing Board of the Charter School (Board) Composition and Member Selection

2. Composition of the Board

The Board shall at all times have a minimum of five (5) and no more than thirteen (13) directors. The school's Executive Director and Principal shall not serve on the Board and shall not vote in Board elections.

GALS Current Board Members

Board Chair Maggie Rosenfeld, Retired Attorney and Director of Business and Operations

Board Treasurer Parker Hudnut, CEO, *ICEF Public Schools*, Former Head of the *Charter Schools Division at LAUSD*

Board Secretary Janis Rovner, Retired Administrative Law Judge, State of California, Office of Administrative Hearings

Deirdre Gainor, Former Head of School, *Archer School for Girls*

Ari Engelberg, Head of Strategic Initiatives, *Harvard-Westlake School*

Deborah Robinson, President, *Fitness Choice Enterprises, Inc.*

Sharon Weir, Executive Director and Principal, *New West Charter Schools*

Abra Sussman, Educator and Audio Producer

Shola Giwa, Asset Management Consultant, *Open Eaves*

Full resumes and Board Questionnaires for each Board member are included in Tab 11.

3. Board Member Selection

Pursuant to the Bylaws, each director shall hold office for a renewable term of three (3) years, and serve until removed or replaced by the Board or the conclusion of the first annual meeting held after he or she assumes office and until a successor has been elected. Board terms are renewable upon mutual consent between the Board and the director. New members are selected in accordance with the procedure listed below.

The Chairman of the Board or, if none, the President will appoint a committee to designate qualified candidates for election to the Board at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board may set and the Secretary shall forward to each Board member, with the notice of meeting required by

these bylaws, a list of all candidates nominated by committee. The Board members will receive the resumes of the candidates. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.

Board members qualifications include:

- Believing in the values, mission and vision of GALS
- Have an area of expertise that will move the GALS organization forward. Examples include charter school experience, educational experience, finance, legal or facilities experience, and fitness program experience.
- Be able to attend board and committee meetings.
- Be able to maintain accountability.
- Ability to build relationships.

Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. No employee of the Charter School shall serve on the Board nor vote in Board elections.

Governance Procedures and Operations

4. Meeting Requirements

The Board will hold meetings at a minimum of five (5) meetings per year. The Board will ensure that all reporting requirements will be met with the board meeting calendar. Additional meetings may be called as necessary. Meetings shall be held at the charter school site (currently at 8015 Van Nuys Blvd, Panorama City, CA 91402), or another suitable location within the jurisdictional boundaries of Los Angeles County. Agendas for regular meetings will be published in advance and distributed to each member of the Board and will be posted near the entrances of the school, at the entrance of the school's main office, and on the school's website's homepage for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted in similar fashion at least 24 hours before the meeting.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by the secretary or other as designated by the Board. Meeting records shall be maintained in the Charter School office.

GALS has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and Government Code Section 1090, as set forth in Education Code Section 47604.1. The Conflict of Interest Code has been submitted

to the Los Angeles County Board of Supervisors. The code shall be updated with any charter school specific conflicts of interest laws or regulations.

5. Board's Decision Making Process

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board. As specified in the Charter School's Bylaws, a quorum consists of a majority of the Directors then in office. As specified in the Charter School's Bylaws, the vote or abstention of each board member present for each action taken shall be publicly reported.

As specified in the Charter School's Bylaws, members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum of the members of the Board shall participate in the meeting while being located within the boundaries of Los Angeles County;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets its mission and goals, including, but not limited to, an Executive Committee and an Audit Committee. Appointments to committees of the Board shall be by majority vote of the directors then in office. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

6. Stakeholder Involvement Plan and Process

School Site Council

All stakeholder groups within the school community will play a vital role in advancing the vision and mission of the school and its programs. GALS is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the school's success.

The School Site Council (SSC) will help ensure that parents are involved in shared leadership at the school. The SSC shall be composed of the principal; representatives of teachers selected by teachers at the Charter school; other school personnel selected by peers at the school; parents of pupils attending the school selected by such parents; and pupils selected by pupils attending the school. The School Site Council will meet monthly for a minimum of two (2) times each year (when school is in session). The Council will make recommendations and participate in a shared decision making process such as measuring the effectiveness of improvement strategies at the school, reaffirm or revising school goals, revising improvement strategies and expenditures and recommend approval of School Safety Plan and the Single Plan for Student Achievement. The SSC will also make recommendations regarding items such as special school wide events and activities and fundraising at the local school level. Other members of the school community such as neighbors or community businesses will be invited to attend School Site Council meetings in a non-voting capacity. Although the School Site Council will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups, if agreement cannot be reached on any issue, the Executive Director, and ultimately the Board, will have final authority on all school related matters. Recommendations from the School Site Council will be presented to the Board by the Principal.

Parent Involvement

GALS has a high level of parent engagement. There are monthly Coffee with Principal meetings, quarterly School Site Council Meetings, ELAC and Title I meetings. There are also two student led parent conferences held during the school year. In terms of other forms of communication, monthly bi-lingual newsletters go out, bi-weekly assignment reports, and social media is updated weekly.

GALS parent engagement policy was distributed to parents and family members and guardians during our orientation meeting. The policy is also readily available in the main office and on our school website.

Throughout the school year, GALS educates the parents on the high state standards and the interim and CAASPP assessments. Progress reports go home every two weeks that inform parents of their students progress towards mastery. GALS asks for parents to be partners in supporting their child in academic achievement by doing such things as ensuring their student is completing all assignments and asking their teachers questions if they are stuck

on something and talking to their student about acceptable use of their phones and social media. GALS supports parents with technology by hosting workshops to educate them on various topics such as cyber-bullying, choices applications, and high school matriculation.

GALS holds Professional Development for two weeks during the summer. During this time, GALS educate teachers, specialized instructional support personnel, the principal, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

GALS staff view parents as co-parents in the student achievement. If there is an issue happening with a student, the parent(s)/guardian and teachers come together to come up with a support plan that will benefit the growth of the child and that is customized to that child. Parents reinforce the support plan at home which then speeds up issue resolution. GALS makes sure that parents are aware of local community resources and support them in accessing them when needed.

Element 5: Employee Qualifications

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

All GALS staff members, both instructional and non-instructional, play important roles in supporting and encouraging girls' academic achievement and healthy social development. GALS staff members are expected to set and reinforce high expectations for students, adhere to the highest levels of professionalism, model the benefits of life-long learning, and contribute to the vibrancy of the school community. In addition, each GALS staff member commits to maintaining a professional relationship with all students and parents/guardians; engaging with colleagues in the spirit of collaboration and cooperation; and exemplifying honor and integrity in the course of professional practice.

All GALS employees are at-will employees.

1. School Employee Positions

1 Executive Director

1 Principal
1 Assistant Principal
1 Director of Operations/Director of Morning Movement
12 Core Teachers (4 per grade level)
3 GALS Series Teachers
2 RSP Teachers
2 Paraprofessionals
1 Operations Coordinator
1 Food Program & Office Coordinator
0.38 Food Service Staff
0.75 Gate Monitor

2. Qualifications and Job Descriptions

Employees' job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

The Board will be responsible for hiring and supervising the Executive Director. The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of GALS, and oversee all aspects of the Charter School, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Board but shall fulfill the role of the Charter School's general manager and shall have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board.

The Executive Director will hire, supervise, discipline and, as needed, dismiss all office staff, as well as the Charter School's Principal. The Principal may, in collaboration with the Executive Director, hire, promote, discipline and, as needed, dismiss staff and teachers at the school. There is a formal evaluation process, and the Board will ensure that the Executive Director is evaluated formally at least once annually. The Executive Director, in turn, shall evaluate the Principal and Director of Operations/Director of Morning Movement. The Principal, in turn, shall evaluate the Assistant Principal, Core Teachers and GALS Series Teachers, RSP Teachers, and Paraprofessionals. The Director of Operations/Director of Morning Movement, in turn, shall evaluate the Operations Coordinator, Food Program & Office Coordinator, Food Service Staff, and Gate Monitor.

EXECUTIVE DIRECTOR

The Executive Director bears primary responsibility for ensuring the Charter School meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability. The Executive Director reports to the Board and is responsible for the overall operations of the Charter School, collaborating with the Principal, who is the instructional leader of the school.

Responsibilities include:

Planning and Operations:

- Collaborate with the Board to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings.
- Facilitate strategic planning with the Board.
- Diagnose the gaps between where the Charter School is, academically, financially, and operationally versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps.
- Oversee Charter School compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions.
- Recruit, develop, evaluate, retain high-performing individuals who are passionate about GALS and its mission.
- Recruit, hire (in collaboration with the Board), supervise, and evaluate the Charter School's Principal.
- Collaborate with the Principal to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise.
- Assist Principal with data analysis and oversee all reporting related to student performance.
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook and Family Handbook and ensure that all parties receive and acknowledge receipt.
- Establish and oversee compliance with the Charter School's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually.
- Oversee self-evaluation efforts of the Charter School relating to operations, including parent surveys.
- Collaborate with the Principal to establish school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

Fundraising and Financial Oversight:

- Develop appropriate budget projections, in collaboration with back-office services provider.
- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work with the Board on fundraising, including a capital campaign that will supplement the financing to secure and develop a permanent school site.

- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office provider.

Facilities:

- Oversee Prop 39 application process and related activities.
- Pursue appropriate temporary facilities for the school as needed.
- Secure permanent site for school.
- Oversee relevant planning, construction and other activities to obtain Certificate of Occupancy for school site and occupancy.
- Secure appropriate furnishing, materials, supplies and equipment for school operations.

Outreach and Collaboration:

- Develop and maintain effective relationships with the LAUSD Charter Office, and oversee all aspects of charter renewal, review, and compliance.
- Oversee the WASC accreditation process and any related activities.
- Represent the Charter school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses, local councils, and residents.
- Assist Principal as requested in coordinating parent involvement and volunteering.

Communications:

- Oversee the school's website, email/listservs, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist Principal in coordinating parent education workshops, Town Hall meetings, and other forums to discuss the school's mission, vision, and operations with parents and other stakeholders.

Qualifications include:

Our ideal Executive Director has extensive experience in nonprofit management, fundraising, budgeting, government relations, communications, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking. S/he must demonstrate an ability to communicate a

genuine passion for GALS' mission and vision. The Executive Director must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role.

The ideal candidate has:

- A bachelor's degree (required), and a Master's Degree is preferred.
- Knowledge of the California and LAUSD education, government, and nonprofit funding environment is required for this position.
- Experience managing a high-performing team toward measurable outcomes, required
- Experience managing a budget of over $1MM and ability to implement strong financial controls, required.
- Excellent oral and written communication skills are required.

Principal

The Principal is the educational and instructional leader of our school, and also collaborates with the Executive Director on school operations and management. Responsibilities include:

Educational Leadership:

- Recruit, hire, train and supervise talented instructional staff, in implementing best practices consistent with GALS's educational philosophies.
- Provide hands-on guidance to and collaborate with the Assistant Principal.
- Provide hands-on guidance to teachers as they create and implement a project-based learning curriculum.
- Provide hands-on guidance to teachers in the development of multiple assessments.
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis, and utilization of this data in relation to specific students, teachers, and curricula.
- Oversee teacher professional development via both in-house training sessions (including a two week summer teacher training and planning session), visiting lecturers, external professional development opportunities, and other resources (articles, web-based resources, and development of a school professional resources library).
- Develop and implement an evaluation process for all instructional staff and ensure that formal evaluations are conducted at least twice annually.
- Develop partnerships with university researchers, other area schools and educational consultants to support teacher's professional development and personal research endeavors.
- Create and oversee GALS's policies and programs relating to Special Education, English Learners, Gifted and high-achieving students, and other sub-groups.
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion, and other disciplinary issues as needed.
- Promote the school mission and philosophy throughout the school community.

Communications and Outreach:

- Lead the School Site Council and oversee parent volunteer efforts.
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the school's mission, vision, and curricula to families, provide updates on school progress and operations, and cover other areas of interest to community stakeholders.
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members.
- Collaborate with the Executive Director in providing regular communications to families via email, the school's website, letters home, and other avenues.
- Maintain positive relationships with LAUSD.
- Actively participate in Charter organization activities (CCSA, CSDC, etc.) and become an active leader in the Charter community.
- Work effectively with the media.

School Management:

- Oversee the day-to-day management of the Charter School site with a commitment to ensuring the health and safety of students, faculty, and staff.
- Work with the Executive Director and Board in the strategic planning for the growth of the Charter school.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities.
- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required.

Qualifications include:

Our ideal Principal is a visionary educational leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

The ideal candidate has:

- At least five years of teaching experience (required), ideally in a grade 6-8 school (preferred);
- A Master's Degree in Education and/or Administrative Credential (required);
- Experience recruiting, hiring, training and supervising teachers (required), ideally in a charter, independent, or public school that has a record of high achievement (preferred);
- Significant experience with a project-based approach to teaching and learning, and student-centered/data driven instruction (required);
- Knowledge of, or experience with, diverse populations, English learners, special education and GATE (required);

- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members (required);
- Fluency in a second language (preferred);
- Experience with school operations, budgets and organizational management (preferred).

Assistant Principal

The Assistant Principal is a key member of the educational and instructional leadership of our school. The Assistant Principal reports directly to the Principal and also collaborates with the Executive Director and Operations Manager on school operations and management. Responsibilities include:

Educational Leadership:

- Train and supervise talented instructional staff, in implementing best practices consistent with GALS's educational philosophies.
- Provide hands-on guidance to teachers as they create and implement a project-based learning curriculum.
- Provide hands-on guidance to teachers in the development of multiple assessments.
- Ensures that instructional programs and courses are implemented within California Standards.
- Takes the lead on interim data tracking: Achieve 3000, Extra Math, IABs, NWEA.
- Work with the Principal to use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula.
- Coordinate with Principal on Professional Development, including leading various in-house training sessions (including a two week summer teacher training and planning session), and seeking out external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library).
- Implement evaluation process for assigned instructional staff and ensure that formal evaluations are conducted at least twice annually.
- Support Principal in overseeing GALS's policies and programs relating to Special Education, English Learners and Gifted and high-achieving students and other sub-groups.
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed.
- Promote the school mission and philosophy throughout the school community.

Communications and Outreach:

- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members.
- Lead school alumnae communications, opportunities, and events.

School Management:

- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty, and staff.
- Manages substitute teacher process.
- Oversees the master scheduling process.
- Leads mediations between students.
- Works collaboratively with the Principal on student discipline.
- Work with the GALS Leadership team in the strategic planning for the school.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities.
- Assist Executive Director with budgets, charter renewal, outreach, partnerships, and other duties as required.
- Oversees new student onboarding.

Qualifications include:
Our ideal Assistant Principal is a visionary educational leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

The ideal candidate will have:

- At least five years of teaching experience (required), ideally in a grade 6-8 school (preferred);
- A Master's Degree in Education or Administrative Credential or equivalent (required);
- Significant experience with a project-based approach to teaching and learning, and student-centered/data driven instruction (required);
- Evidence of improved student outcomes over time (required);
- Knowledge of, or experience with, diverse populations, English learners, special education, and GATE (required);
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members (required);
- Fluency in a second language (preferred);

<u>Director of Operations/Director of Morning Movement</u>

The Director of Operations/Director of Morning Movement is critical to the success of the Charter School, especially as movement is a core element of our school model. The Director of Operations/Director of Morning Movement reports to the Executive Director and collaborates with the Principal and Assistant Principal in the development and refinement of the program. Responsibilities include:

Operational Functions:

- Recruit, hire, train and supervise office staff, food service staff, gate monitor, and janitorial staff in implementing best practices in charter school operations.
- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff.
- Oversee the procurement of supplies, materials, equipment, and inventory management.
- Perform vendor management for transportation, food services, facilities maintenance, copier and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Work with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Oversee student recruitment and enrollment paperwork process, including the input of information into the student database system in a timely fashion.
- Oversee logistics for Open Houses, Orientation, Parent Conferences, Family Dances and other community events.
- Oversee lunchtime supervision.
- Oversee pick-up and drop off of students.
- Oversee food service program, in collaboration with Food Service Program Coordinator.
- Ensure emergency supplies are up to date and adequate.
- Alongside the Principal and Assistant Principal, create the master bell schedule and schedules for all teachers and students.
- Alongside the Principal and Assistant Principal, create report card templates, report cards, and progress reports.
- Oversee human resources, including payroll, accruals, health benefits, new hire onboarding, employee offboarding, etc., with the support and direction of the Executive Director.
- Manage Charter School website and social media platforms.
- Support all operational and logistical projects for Charter School.

Financial Administration Functions:

- Oversee office supplies, other supplies, custodial supplies, furniture and equipment line items in the budget.
- Manage and reconcile school's petty cash funds.
- Manage accounts payable processes.
- Manage fiscal deposits, with support and direction from the Executive Director.
- Coordinate with third-party back office provider to prepare documents for year-end financial audit.
- Work with the Executive Director to prepare documents for the oversight visit by the Los Angeles Unified School District Charter School Division.

Strategic Administration Functions:

- Work with the Executive Director and Principal in planning for the growth of the organization.
- Attend all regularly scheduled Board meetings and take minutes.

- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required.

Morning Movement Functions:

- Develop, implement, and oversee the Movement program and its various sport-specific and activity modules.
- Coordinate all logistics and scheduling for the program.
- Oversee program-related equipment procurement and maintenance.
- Oversee training and development of staff, including annual summer professional development training and ongoing professional development training throughout the school year on at least a quarterly basis.
- Collaborate with Principal and Assistant Principal on the evaluation of teachers with respect to their coaching duties in Morning Movement.
- Recruit, hire, and supervise outside fitness instructors for yoga, dance, and self-defense.
- Collect and implement feedback from all stakeholders to refine program each year.
- Oversee annual California State Physical Fitness Test (PFT), including coordination of all logistics and scheduling, and training appropriate staff in the execution of the PFT.
- Develop and oversee "Galympics" (annual competition that includes fitness-based games and brain-games, in alignment with state testing schedule) from start to finish. This includes coordinating all logistics and scheduling, and training teachers on the implementation of Galympics programming.

Qualifications include:

- Shows commitment to the mission of our organization and demonstrates passion for supporting low income Latina girls in opening up to their full potential, especially through the vehicle of health and fitness (required);
- Education: Bachelor's Degree (required), in Business, Accounting or Finance (preffered);
- Fluency in Spanish (preferred);
- Experience working in education organizations (preferred);
- Operations and facilities management experience (preferred);
- Experience in managing and enforcing service level agreements and contracts for outsourced services (preffered);
- Demonstrated ability to manage 2-5 staff, exempt and nonexempt employees (preferred);
- Experience in the health and fitness industry (required), ideally in a teaching as well as managerial role (preffered), and ideally with experience specifically coaching and/or developing programming for youth (preferred);
- Degree, certification, or otherwise demonstrated proficiency in health, fitness, sports conditioning, kinesiology, anatomy and physiology, and/or youth sports and fitness coaching and programming (required);

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- Demonstrates persistence in overcoming and removing obstacles to goal achievement (required);
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results (required);
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships (required);
- Recognizes people who may be of critical importance to achievement of one's objectives through enrollment and collaboration (required);
- Requests inputs and feedback from others to work towards a more effective outcome (required);
- Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance (required);
- Likes to multitask (required);
- Demonstrates good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized (required).

Teachers

Our teachers hold single subject and multiple subject credentials.

Responsibilities include:

- Backward designing curriculum construction and implementation of student-centered lessons that incorporate the school's definition of an educated person and emphasize active learning strategies, project-based learning.
- Assessing student progress and differentiating instruction.
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance. Teachers will have an on-site commitment of 8:00 to 4:00 each day, to allow for collaborative planning time, tutoring students, and other duties that may be assigned.

Qualifications Include:

Selection of teachers is based on their teaching experience and their ability to demonstrate curriculum creation, implementation, and assessment, and classroom instructional capabilities in the context of the GALS instructional model. All teachers are required to possess and maintain the California Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. In addition, GALS hires teachers who possess EL Authorizations. GALS also actively seeks to recruit and hire teachers who possess a Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) certificate (or equivalent).

The ideal teaching candidate has:

- Two+ years experience teaching grade 6-8 students (preferred);
- California Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment (required).
- Valid EL Authorization (required), Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) certificate (or equivalent) (preferred).
- Experience at a high performing school (preferred);
- Enthusiasm for the school's values, mission, and educational philosophy (required);
- Proven commitment to project-based learning, multiple assessments, data driven instruction and a collaborative approach to teaching and learning (preferred).

When substitute teachers are needed, GALS will contract with Scoot Education, Teachers on Reserve, or another quality and comparable vendor.

Resource Specialist

A specialized support position who works with teachers, the Principal, the Assistant Principal, and the Executive Director (as needed) to provide targeted support and interventions to students with special education needs.

Responsibilities include:

- Assists with student assessment, individualized instructional plan design, implementation and progress monitoring for each student.
- Work closely with special education services providers as needed to meet needs of individual students.
- Provides advice on establishing and maintaining a classroom atmosphere and environment which supports the student.
- Facilitates the student's mainstreaming process by providing support services to the regular and/or special education classroom teacher.
- Administers appropriate educational assessment instruments and interprets data derived therefrom.
- Assists in providing instructional leadership and coordination of special education services at the building level and within a program area.

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Mild to Moderate Special Education Credential with a RSP certification desired for Resource Specialist (preferred).
- Evidence of successful specialized experience (e.g. special education) is desired (preffered).
- Ability to administer and interpret results of assessment instruments (required).
- Commitment to and experience working with a diverse population in an urban school (required).

- Experience working with parents and families (preferred).
- Experience with community resources referrals (preferred).
- Excellent communicator and facilitator (required).
- Strong commitment to the GALS mission and values (required).
- Comfortable with a start-up environment, including fast growth and flexible roles (required).

Paraprofessional

The paraprofessional is a non-exempt position, reporting to the Principal. The paraprofessional performs a variety of instructional activities including assisting the classroom teacher in implementing a learning environment which facilitates student's academic and social growth and development, especially as related to Special Education Program students. Primary responsibilities include:

- Conduct academic assessments as directed by Special Education team
- Complete proper required documentation for Special Education compliance
- Provide instruction in various drills and activities using learning strategies designed to introduce, reinforce, or modify skills
- Actively participate in professional development
- Maintain high behavioral expectations for student behavior
- Enforce positive discipline policies, including lunch detention and/or lunch supervision
- Work and assist teachers during the school day with instruction, oversight, and supervision of students
- Facilitate field trips and other student programming
- Follow policies and procedures for health, safety, and nutrition
- Maintain open lines of communication with staff, parents, and other stakeholders
- Perform other duties as assigned

Qualifications include:

- High school diploma or equivalent with some college coursework completed (required)
- Criminal clearance, including fingerprints, Certificate of Clearance, and TB Test (required)
- 6 months experience working with and supervising children (preferred)
- Bilingual English/Spanish (preferred)
- Current CPR and 1st Aid Certificate within 1 month of employment (required)
- Shows commitment to the mission of our organization (required)
- Demonstrates passion for supporting low income Latina girls in opening up to their full potential (required)
- Demonstrates good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized (required)

Operations Coordinator

The Operations Coordinator is selected by the Executive Director on an applicant and interview basis. Selection is based on qualifications including experience, the ability to perform the job duties for that position, and being bilingual in Spanish. The Operations Coordinator reports to the Director of Operations/Director of Morning Movement. Responsibilities include:

Front Office Operations

- Oversee the day-to-day management of the Charter School office with a commitment to ensuring the health and safety of students, faculty and staff.
- Maintain a strong presence at the front desk, serving as a point of contact for visitors and a day-to- day contact for students and families ensuring compliance with check-in procedures, and answering phones.
- Maintain integrity and accuracy of student records, including maintenance and tracking of attendance.
- Follow injury protocol to support any student who comes to the office sick or in need of first aid. Document illness/injury according to injury protocol.
- Ensure cumulative files for all students are received at the beginning of the year.
- Ensure truancy letters are sent out on a monthly basis.
- Support logistics for Open Houses, Orientations, Parent Conferences, Family Dances, and other community events.
- Manage daily pick-up and drop off of students.
- Responsible for procurement of office supplies, materials, equipment, and consistent monthly inventory management.
- Ensure emergency supplies & teacher materials (i.e. rosters) are up to date, adequate, and in compliance.
- Ensure immunization compliance.
- Support operational and logistical projects for school as they arise.
- Manage accounts payable processes including but not limited to creating purchase orders, entering invoices into system, submitting invoices for approval, communicating with 3rd party back office provider.
- Manage front office distribution of GALS t-shirts and sweatshirts, dance tickets, yearbooks, collection of meal payments, and other sales as they arise. Manage petty cash. Create deposits.
- Collect and submit credit card receipts for all credit card holders.
- Coordinate with 3rd party back office provider to prepare documents for year-end financial audit.
- Bilingual translation and communication with parents and families.

Qualifications include:

- Shows commitment to the mission of our organization and demonstrates passion for supporting low income Latina girls in opening up to their full potential (required);
- Education: Bachelor's Degree (required), in Business, Accounting or Finance (preferred);
- Fluency in Spanish (required);
- Experience working in education organizations (preferred);
- Operations experience (preferred);
- Demonstrates persistence in overcoming and removing obstacles to goal achievement (required);
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results (required);
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships (required);
- Recognizes people who may be of critical importance to achievement of one's objectives through enrollment and collaboration (required);
- Requests inputs and feedback from others to work towards a more effective outcome (required);
- Likes to multitask (required);
- Demonstrates good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized (required).

Food Program & Office Coordinator

The Food Program & Office Coordinator is selected by the Executive Director on an applicant and interview basis. Selection is based on qualifications including experience, the ability to perform the job duties for that position, and being bilingual in Spanish. The Food Program & Office Coordinator reports to the Director of Operations/Director of Morning Movement. Responsibilities include:

Food service program:

- Oversee the day-to-day management of the food program with a commitment to ensuring the health and safety of students.
- Ensure compliance with all aspects of the NSLP program.
- Organize, file, and maintain food records using established guidelines and procedures.
- Order school meals through meal vendor.
- Monitor trends in consumption in order to reduce waste.
- Process Point-of-Sale for all student meals, ensuring students have all necessary meal components.
- Manage the serving line to ensure accuracy of records and efficiency of the line.
- Manage all food servers.
- Process any deposits from student meal accounts.
- Ensure parents are invoiced in a timely fashion, utilizing the Mealtime program.
- Follow up with any outstanding bills by calling parents and sending letters.

Front Office Operations

- Oversee the day-to-day management of the Charter School office with a commitment to ensuring the health and safety of students, faculty and staff.
- Maintain a strong presence at the front desk, serving as a point of contact for visitors and a day-to- day contact for students and families ensuring compliance with check-in procedures, and answering phones.
- Maintain integrity and accuracy of student records, including maintenance and tracking of attendance.
- Follow injury protocol to support any student who comes to the office sick or in need of first aid. Document illness/injury according to injury protocol.
- Support logistics for Open Houses, Orientations, Parent Conferences, Family Dances, and other community events.
- Manage daily pick-up and drop off of students.
- Ensure immunization compliance.
- Support operational and logistical projects for school as they arise.
- Bilingual translation and communication with parents and families.

Qualifications include:

- Shows commitment to the mission of our organization and demonstrates passion for supporting low income Latina girls in opening up to their full potential (required);
- Education: Bachelor's Degree (required), in Business, Accounting or Finance (preferred);
- Fluency in Spanish (required);
- Experience working in education organizations (preferred);
- Operations experience (preferred);
- School food program experience (preferred)
- Demonstrates persistence in overcoming and removing obstacles to goal achievement (required);
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results (required);
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships (required);
- Recognizes people who may be of critical importance to achievement of one's objectives through enrollment and collaboration (required);
- Requests inputs and feedback from others to work towards a more effective outcome (required);
- Likes to multitask (required);
- Demonstrates good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized (required).

Food Service Staff

The Food Service Staff is selected by the Executive Director on an applicant and interview basis. Selection is based on qualifications including experience, the ability to perform the

job duties for that position, and being bilingual in Spanish. The Food Service Staff reports to the Food Program & Office Coordinator. Responsibilities include:

- Support the Food Program & Office Coordinator with the day-to-day operations of the food program with a commitment to ensuring the health and safety of students.
- Ensure compliance with all aspects of the NSLP program.
- Organize, file, and maintain food records using established guidelines and procedures.
- Process Point-of-Sale for all student meals, ensuring students have all necessary meal components.
- Manage the serving line to ensure accuracy of records and efficiency of the line.
- Support Food Program & Office Coordinator in ensuring that parents are invoiced in a timely fashion, utilizing the Mealtime program.
- Support Food Program & Office Coordinator in follow up with families regarding any outstanding bills by calling parents and sending letters.
- Perform other duties as needed.

Qualifications include:

- Shows commitment to the mission of our organization and demonstrates passion for supporting low income Latina girls in opening up to their full potential (required);
- Education: Bachelor's Degree (Required)
- Fluency in Spanish (required);
- Experience working in education organizations (preferred);
- Operations experience (preferred);
- School food program experience (prefered)

Gate Monitor

The Gate Monitor is selected by the Executive Director on an applicant and interview basis. Selection is based on qualifications including experience, the ability to perform the job duties for that position. The Gate Monitor reports to the Director of Operations/Director of Morning Movement. Responsibilities include:

- Remaining stationed and alert at the parking lot entrance during assigned hours.
- Greeting staff, parents and visitors and politely screening for their purpose and destination, providing directions when needed, and denying access to campus when required.
- During large events, Gate Monitor may provide parking assistance.

Qualifications include:

- Experience in security, patrol or other related field (preffered).
- Be able to remain alert and focused for extended periods of time (required).
- Have a friendly personality, especially with unfamiliar people (required).
- Possess good verbal and written communication skills (required)
- Be decisive with the ability to quickly evaluate and respond to situations (required)

- Education: High school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program (preferred)
- Fluency in Spanish (preferred)
- Shows commitment to the mission of our organization and demonstrates passion for supporting low income Latina girls in opening up to their full potential (required)
- Excellent communication and interpersonal skills (required)
- Ability to sit and stand for extended periods of time (required)
- Ability to interface diplomatically with administrators, teachers, students, support staff, colleagues, and outside professional contacts (required)
- Ability to define problems, collect information/data, establish facts, and draw valid conclusions (required)
- Good sense of humor (preferred)

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-

campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.
All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California

Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

1. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director and Principal will both serve as GALS' Custodian of Records and will submit annual paperwork to the Department of Justice.

2. STUDENT HEALTH AND WELLNESS

As detailed extensively throughout Element 1, student health and wellness is the core theme of our program, and is embedded in all we do.

GALS follows all regulatory guidelines in the areas of student health, which will include but not be limited to child abuse reporting training, blood pathogen training, and required health screenings. All GALS staff are trained in CPR, general first aid, and AED use. There is an AED on-site in a central location accessible to all staff.

3. OTHER HEALTH AND SAFETY PROCEDURES

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Element 7: Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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.

1. Annual Outreach Efforts

In pursuit of our mission and commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. GALS is committed to serving all students, including those more likely to "slip through the cracks" for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site including Panorama City, Pacoima, Arleta Van Nuys, Sherman Oaks and Lake Balboa. We will also work with counseling staff at nearby traditional elementary schools and middle schools who may identify girls who would benefit from a single-gender education and may refer students to us. Additionally, local non-profit organizations who serve homeless children, children in the foster-care

system, group homes, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community based organizations such as International Order of the Rainbow for Girls, Children of the Night, and Hispanic Community Services. Materials concerning the Charter school will be provided in Spanish and English and other languages, such as Armenian or Chinese as necessary.

We hold monthly open houses for potential parents, we attend local community events and hand out flyers, we ask local businesses to display our flyers, as well as the virtual dissemination of information via email and Facebook. Our information consists of handouts (in pdf form) in both Spanish and English that describe our instructional program, our school culture, the single gender and movement aspect of our school. We also have an amazing video, which touches the hearts of all that see it.

Specifically, at a minimum, the following recruitment steps will be taken:

1) Provide information handouts to businesses frequented by local community members. The flyers will include the enrollment period and lottery information (location, date, time). December 2020-August 2021. Panorama City, CA.
2) Letters sent to existing interested parents. The letters will include the enrollment period and lottery information (location, date, time).
3) Communication outreach efforts including communication with local council members' field offices (Current District Five Representatives), local public libraries, park and recreation centers, and community-based organizations, and churches and synagogues. July 2020-August 2021. Panorama City, CA, North Hills, CA, Arleta, CA and Pacoima, CA.
4) Presentations to local elementary schools. At the presentation, flyers will be provided which will include enrollment period and lottery information (location, date, time). October 2020-November 2021, Panorama City, CA, Arleta, CA and Pacoima, CA.5) Developing and maintaining a website, Facebook and Instagram page with current information about the school including enrollment period and lottery information (location, date, time). July 2020-August 2021.
6) Advertisements in Spanish language periodicals. February-April 2021
7) Presentations and/or information tables throughout the District to include but not be limited to community support organizations, cultural events, and religious institutions with a special focus on areas with high concentrations of minority and/or low-income students. January 2021-March 2021, Panorama City, CA, North Hills, CA, Arleta, CA and Pacoima, CA.
8) Use of community captains amongst interested or already enrolled families to engage other families within their community. March 2020-June 2021. San Fernando Valley (Pacoima, Panorama City, North Hills, Studio City, Sherman Oaks, Van Nuys, Encino, Chatsworth)
9) Presentations to local female athletic organizations, Girl Scouts and other female focused organizations. July 2020-August 2021. Panorama City, CA, North Hills, CA, Arleta, CA and Pacoima, CA.

10) Collaboration with local group homes. July 2020-June 2021. Panorama City, CA, Arleta, CA and Pacoima, CA.

2. Plan to Achieve and Maintain the LAUSD Student Population Balance Goal

These efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in the Van Nuys and connecting regions. Our population of students represents a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of these communities.

GALS will maintain an accurate accounting of the balance of student population enrolled in the school. It will also keep on file, the documentation of the efforts the Charter school has made to achieve a student population balance.

3. Provide the charter school's plan for achieving and maintaining the LAUSD's Special Education population percentages (12.1% for 2019-2020).

In every year of operations per CALPADS, GALS has always achieved a special education population of 15% which is higher than LAUSD's Special Education population of 12.1% Our model that includes small class sizes, a positive and inclusive environment, brain breaks and a strong special education program attracts families with Special Education students.

4. Provide the charter school's plan for achieving and maintaining the LAUSD's English learner population percentages, including redesignated fluent English proficient pupils (21.6% English learners and 15.8% redesignated fluent English proficient for 2019-2020).

GALS achieved an English Learner population of 19.2% in 2019-20. Per CDE 2018-2019 reclassification report and LAUSD 2019-20 oversight report, GALS reclassified 28.9% of English Learners, compared to the Resident School Median at 25.1%. GALS offers all recruitment and enrollment materials and forms are in Spanish and all office staff and 50% of the leadership team speaks fluent Spanish. All open houses and recruiting presentations are given in both English and Spanish. All newsletters are also in English and Spanish.

Element 8: Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

1. Admission Requirements

As a charter school, GALS is a school of choice and enrollment is voluntary. GALS shall admit all girls[78] who wish to attend the school (Education Code Section 47605(e)(2)(A)).

[78] Including all students who identify themselves as females.

GALS will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. Pupils should not be more than 22 years of age.

Enrollment to the Charter school shall be open to any female resident of the State of California. Admission to GALS will not be determined according to the place of residence of the pupil or the pupil's parent, except in the case a public random drawing is necessary to determine admission. GALS will admit male students who assert female gender identity. If a student makes a decision to transition from female to male gender identity while they are at GALS, the student will be permitted to maintain his enrollment. This has happened a few times at GALS Denver already and these students have chosen to leave GALS and attend a co-ed school. We do want to make sure our students feel that GALS is a safe and positive environment for them, always.

Families must submit an application to enter into the lottery, during the open enrollment period. The Application will be made available in English and Spanish. A deadline for new enrollment applications (occurring each spring) for the following school year, will be announced on the Charter school's website and in all promotional materials.

2. Student Recruitment

In pursuit of our mission and commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. GALS is committed to serving all students, including those more likely to "slip through the cracks" for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site including Panorama City, Valley Glen, Sherman Oaks and Lake Balboa. We will also work with counseling staff at nearby traditional elementary schools and middle schools who may identify girls who would benefit from a single-gender education and may refer students to us. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, group homes, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community based organizations such as Journey Out, Children of the Night, San Fernando Valley Community Mental Health Center, Center for Family Health & Education, and Hispanic Community Services. Materials concerning the school will be provided in Spanish and English and other languages, such as Armenian or Chinese, as necessary.

3. Lottery Preferences

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, a public random drawing will be held to select students to be enrolled, in accordance with Education Code section 47605(e)(2). Students who are currently enrolled are exempted from the lottery and enrollment shall be guaranteed.

Preference for available spaces are given in order of the following:

1. Students who reside within the boundaries of the Los Angeles Unified School District
2. Female siblings of admitted students.

No other admissions preferences will be assigned.

GALS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

4. Lottery Procedures

GALS will designate an application deadline and only applications received prior to the deadline will be included in the public random drawing. The lottery is open to the public and details will be provided on the Lottery Application and on the GALS website. The Charter school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The Charter school will also post the lottery information listed above on the school's website and in the school office. The Charter School will choose a date and time for the lottery (preferably on the weekend or after 6:00 pm on a weekday) so that most interested parties will be able to attend, though parents/guardians will not need to be present in order to secure enrollment. The lottery will be held at the school site if the Charter School facility can accommodate all interested parties. The GALS Principal and at least one neutral party, who is neither a staff member or a parent or guardian, who will be selected by the Executive Director, will conduct the Admission Lottery as a public event to ensure that lottery procedures are fairly executed.

1. The lottery will take place within one week of closing the open enrollment period. For the 2020-21 school year, Lottery Applications must be received by March 15, 2021.
2. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.

5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the papers or chips shall be drawn by a Charter School administrator or Board member, or neutral party.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their Lottery Application. Families promoted from the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) business days to respond by telephone or via email or by visiting the Charter School main office. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Existing students who wish to return will notify the Charter School during open enrollment that they anticipate returning. Charter School will use this information for planning purposes.
11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.
13. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form.

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting applicants by phone. Students who are offered spots will be asked to complete an Enrollment Packet to secure their spot. GALS staff will be available to assist families in completing this paperwork if needed. When an offer is made, GALS will typically request that applicants notify the school by phone within two business days of receiving the letter to indicate whether or not they will accept; if offers are declined the spot is then offered to the next applicant on the waitlist. A follow up phone call will be made to applicants that do not respond to the letter to ensure that applicants received their mailed offer.

A waiting list will be developed from the Lottery Applications that do not receive admission in the order they are drawn in the lottery. The waitlist for the current school year remains active for the school year for which there is an application. Lottery Applications are only valid for the current year. Applicants must reapply for the lottery annually if we are unable to offer them admission for the current year.

The GALS administration will record all dates and dialogue regarding admissions activity for each applicant within the database. The manual record of all lottery participants and their assigned lottery numbers will also be physically filed on campus. Each applicant's Lottery Application form is kept on file for the academic year for which she applied with her assigned lottery number in the school database and on her Lottery Application form.

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(c)(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)(c)(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

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

1. Contracting with an Independent Auditor

The GALS Board will be responsible for contracting with an independent auditor to conduct the required financial audit.

2. Working with the Independent Auditor

The GALS Board of Director oversees the independent auditor and the Executive Director and designee will gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.

3. Ensure Auditor is on the California State Controller's List.

The GALS Board will engage an independent public accountant with school accounting experience, certified by the State of California (via the State Controller's list of approved auditors to conduct public charter school audits), to audit the school's financial statements in accordance with Generally Accepted Auditing standards (GAAP) and the audit guide issued by the Controller of the State of California.

4. Address and Resolve Findings

Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. GALS agrees to resolve outstanding issue from the audit prior to the completion of the auditor's final report.

5. Audit is Sent to Required agencies

The GALS Board ensures a copy is provided to LAUSD, LACOE, the State Controller's Office, and the CDE as required, by the December 15 annual deadline.

Element 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the

Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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.

1. School Climate and Student Discipline System

GALS does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at GALS are dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent/mentor, social worker or probation officer and ineligibility for particular privileges.

GALS Schoolwide Positive Behavior Support System

Awards

GALS demonstrates a commitment to celebrating growth and achievement over a student's time at GALS. In addition to the following awards given at award ceremonies over the course of the year, GALS regularly celebrates and honors students in classes and in the community for their effort and achievements.

Weekly

We have weekly awards in our English Language Arts class for the person that spends the most time and the highest scores on Achieve 3000, our online system that delivers daily differentiated instruction for nonfiction reading and writing to each student's Lexile reading level.

Anytime a student moves forward a level in Extramath from addition to subtraction to multiplication to division, we announce the student in our newsletter and also celebrate them in our community meeting that is held every Friday.

Each Semester

Every Semester, we have an award ceremony with the entire school. The following awards are handed out:

- Perfect attendance
- Excellent attendance – students who have been present 97% of the days.
- Highest grades
- Excellence in Reading – students performing at standard or exceeding standard on the IABs
- Excellence in Math – students performing at standard or exceeding standard on the IABs
- GALS Habit of Heart award (seven students a semester)
  For being a leader whose voice and actions better herself and her community; pushing herself mentally, physically and emotionally; treating self and others with respect; taking risks and celebrating successes.
- Focus – Students showing significant growth in academic achievement over the course of the semester due to strong academic habits (teacher nominated)
- Power – Students receiving an average score of B+ or higher in all classes.
- Super Power – Student receiving an average score of A or higher in all classes.

GALS Multi-Tiered System of Supports (MTSS)

Student Success Team

A Student Success Team (SST) is automatically formed for each student who is at risk of retention. SSTs are held throughout the year in order to continuously determine the appropriate educational supports the student may need. An SST consists of the Principal, teachers, and parent(s). At least one member of the SST will join a repeating student's conference each quarter. After the initial SST, team members reconvene to discuss progress. Continuous revisions of the SST are done in order to determine which supports

work best. If a student continues to struggle despite various accommodations and supports, the school and/or parent, may request an evaluation for special education eligibility.

Tier 1: Daily Instruction
All GALS students receive 57 minutes of daily instruction for social and emotional learning. The GALS 101 social emotional class teaches the students on topics that include nutrition, body awareness, communication and problem solving skills, empathy, positive self talk, bravery and more. Every Wednesday, a circle is held in the GALS 101 class that allows the girls to discuss challenges they are facing, make apologies and celebrate successes. About once a month, the girls practice free form writing which is a method to release thoughts, emotions and feelings that are no longer serving the student.
Teachers use the Sanford Harmony Curriculum (http://www.sanfordharmony.org/) and GALS specific curriculum developed by the Principal and Executive Director.
Every morning, the girls together as a community say the following pledge which serves as a positive affirmation and reminder. It has become a powerful tool for our students to use inside and outside of school.
I know who I am I know that I matter
I know what matters to me I make choices and decisions that are good for me
I take good care of my body I stand up for what I believe in
I let people know what I think I take responsibility for my actions and myself
I see the loving nature in others and myself I listen with my heart and mind
I know I can make a positive difference in the world in my own unique way

Tier 2: Groups
For Tier 2 support, students are identified on an ongoing basis by the Principal and teachers. Tier 2 groups typically consist of 2-4 students, grouped by a common need/topic. Groups can be focused on fathers in prison, parents who are sick, divorce, grief, body issues, etc. Students are pulled out during their lunchtime or seminar and not during academic core classes.

Tier 3: One-on-One Time
For Tier 3 support, students are identified on an ongoing basis by the Principal and teachers. Students can skip Tier 2 and go directly to Tier 3 if that makes the most sense for the students emotional well being. Tier 3 students talk to a wellness coach every other week for 30-45 minutes. Students are pulled out during their lunchtime or seminar and not during academic core classes.

Students at GALS are excited about speaking to a wellness coach. There does not appear to be a stigma associated with these meetings in any way.

Mediation
When students have issues with one another and are unable to work out a resolution, a mediation will take place. During this time, an adult (the Principal or Executive Director) will meet with the students. A talking piece is used in order to keep the meeting orderly.

All parties are given a chance to speak and talk about how the situation made them feel. The students apologize and make amends for any wrong they have done. In this way, they learn to take responsibility for their actions. Students are pulled out during their lunchtime or seminar and not during academic core classes.

Restorative Justice Practices

When a group of students is involved in an issue that has harmed our community, a restorative justice circle is held. The circle acts in the same manner as mediation. An adult (the Principal or Executive Director) will meet with the students. A talking piece is used in order to keep the meeting orderly. All parties are given a chance to speak and talk about how the situation made them feel. The students apologize and come up with a way to make amends for any wrong they have done. In this way, they learn to take responsibility for their actions. Students are pulled out during their lunchtime or seminar and not during academic core classes.

Behavior Consequences

Students who do not adhere to stated expectations for behavior and who violate the Charter School's rules will have consequences for their behavior. Behavior expectations are stated and defined in the GALS Parent and Student Handbook. Additionally, behavior expectations are reviewed with families during enrollment nights prior to the beginning of the year. They are also explicitly reviewed with students during the first few days of school and revisited during Community Meetings.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school staff member
- Notices to parents by telephone or letter

Alternative to Suspension

As stated earlier, GALS does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. Evidence of this is our suspension rate of 0% for the last three (3) years.

GALS employs a variety of alternatives to suspension, on a case-by-case basis, in order to address and correct for behaviors that are undermining student safety or success. These include:

- Alternative programming, such as student schedule changes
- Success coaching to help them learn skills for more positive behaviors
- Self Reflection Time and Written Exercise
- Parent meetings to conference and develop appropriate behavior interventions
- Targeted support for students with attendance-related concerns
- Referral to outside counseling

- Mediation
- Restorative conversation with individuals involved and apology when appropriate

All teachers and staff are active participants in fostering a strong culture and positive climate. At the beginning of the school year, staff members engage in one week of Professional Development. This training includes topics such as, our positive behavior intervention and support, and our tiered behavior intervention structure. Staff members are taught to actively look for and quickly and publicly reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They train on how to address distracting behavior in a neutral-to-positive tone and how to use radar and positive framing to preempt off-task behavior.

Using Data

Ongoing staff professional development is based on what data shows about students' progress. The Charter School currently uses the Illuminate student information system, that tracks behavior, attendance, homework, and grades. GALS will implement a new data system, Powerschool, in 2021-22 school year, as Illuminate will no longer be operating its student information system.

Weekly, the grade level teams meet to review and reflect on this data and create tiered action plans to intervene for students who are struggling to engage in the positive behaviors that can help them achieve success in school.

Quarterly, the Charter School's leadership team performs an in-depth analysis of discipline data disaggregated by subgroup. If the Charter School's leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they lead the staff in identifying the cause of that trend and implement a plan to address that concern in the upcoming quarter.

2. In-School Suspension

The Charter School reserves the right to utilize in-school suspension as an alternative to suspension when appropriate. This alternative to suspension allows the student to continue receiving educational services at GALS, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

A student may be assigned to in-school suspension, at the discretion of the Principal, for actions that violated the Charter School's code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff.

Students assigned to in-school suspension are supervised by the Principal, and will serve their in-school suspension at a supervised suspension classroom. Students receive written

assignments and tests during the duration of their in-school suspension to ensure they receive continued instruction.

Students with disabilities will continue to be provided with all supports and services as described in the IEP. Parents/guardians of students assigned to in-school suspension are notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspension will be no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. To ensure the safety of all students, staff, and visitors to Collegiate, students who violated Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are the only grounds for which a student will be precluded from in-school suspension for safety reasons.

Grounds for Suspension and Expulsion

3. School's Disciplinary Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at anytime including but not limited to:

- while on Charter School grounds;
- while going to or coming from Charter School;
- during the lunch period, whether on or off the Charter School campus;
- during, going to, or coming from a Charter School-sponsored activity.

Suspension

4. Suspension Offenses

1. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    a. Possessed, sold or furnished a firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the Executive Director or Principal's concurrence.

b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

2. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force of violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
    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 Health and Safety Code 11014.5.
    k. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or Principal's concurrence.
    l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
    m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying or cyber sexual bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code , directed specifically toward a pupil or school personnel.
v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

5. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days of the determination to suspend the student, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the

student shall return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Appeal of Out of School Suspensions

The suspension of a student will be the determination of the Principal or the Principal's Designee. The Principal or Assistant Principal shall make a reasonable effort to notify parents and/or guardians either by telephone or in person prior to the enactment of the suspension. Parents and/or guardians can appeal a student's suspension via writing within ten (10) school days of the first day of suspension, to the GALS Board. Their right to appeal is also outlined in the parent handbook. A suspension appeal will be heard by the GALS Board, and upon consideration the GALS Board's decision is final. If the appeal is granted, GALS Board may remove the suspension from the student's records.

Expulsion

6. Expellable Offenses

A. Mandatory Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
    a. Possessed, sold or furnished a firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or Principal's concurrence.

b. Brandished a knife at another person
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

B. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
   a. Caused, attempted to cause, or threatened to cause physical injury to another person.
   b. Willfully used force of violence upon the person of another, except self-defense.
   c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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, which includes but is not limited to, electronic files and databases.
   g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   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 Health and Safety Code 11014.5.
   k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
   l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Possessed, sold, or otherwise furnished a knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or Principal's concurrence.
n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the

Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
u. Engaged in an act of bullying or cyber sexual bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code, directed specifically toward a pupil or school personnel.
v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Authority to Expel
As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled based on the determination of the neutral and impartial Administrative Panel following a hearing before the Panel. The Administrative Panel shall consist of at least three members who are Charter School administrators or teachers. The Administrative Panel members will not include a teacher of the pupil nor a member of the Charter School Board. The Panel shall be presided over by a designated neutral hearing chairperson who will be on the panel and who is a Charter School employee or Board member. If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the GALS Board.

Out of School Suspension Procedures

For all Out of School Suspensions, GALS will be following the procedures listed below.

7. Specific Rules and Procedures

The suspension of a student is at the discretion of the Principal as the Executive Director's designee. Parents are notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. In order to ensure that in the case of suspension both the student and the parent receive adequate notice and meaningful opportunity to be heard prior to suspension, GALS implements the following three-step protocol:

Step 1 – Informal Family Conference: Suspension is preceded by an in-person conference conducted by the Principal with the student and the student's parent or guardian to provide an opportunity for the student and parent(s) to be heard. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

Step 2 – Determination of Length and Placement of Suspension: The length and placement of the student's suspension will be determined by the Principal, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

GALS believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others.

If a student poses a risk to self or others, that student may receive an out-of-school suspension The length of suspension for students may not exceed a period of five consecutive days. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Students who have been suspended may not appear on campus nor attend any school functions while suspended. Unless there is a safety issue, students who have been suspended may enter the school to take or prepare for state assessments through an arrangement with the Principal. Students who are suspended must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests. The Assistant Principal works with the student's teachers to collect all materials and assignments to ensure that the student can access instruction and learning through the term of the suspension. In the case of a long-term suspension, the student is provided with an appropriately credentialed Charter School staff such as a tutor to ensure that the student continues to receive instruction throughout the term of the suspension.

Step 3 – Notice to Parents: Parents and students have due process rights with regards to suspensions and expulsions. At the time of the student's suspension, the Principal shall make a reasonable effort to contact the student's parents by telephone or in person. Initial

contact is followed by a written notice sent by US Mail, which states the specific offense(s) committed by the student, as well as the date and time the student may return to school. If the Principal wishes to confer with the parents regarding matters pertinent to the suspension, Charter School may require that parents must respond without delay and that a violation of school rules can result in expulsion from school. This expectation is communicated to all parents in the Scholar & Family Handbook and is reiterated by phone, during Step 1: the conference, and in the written notice that the school sends to the family upon reaching the determination to suspend or expel.

For suspensions of 10 days or more GALS will follow the steps listed above and will also:

Provide a hearing adjudicated by a neutral officer, who is a GALS employee or member of the Board, within 30 days, at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

8. Number of Days

The number of days a student must serve a suspension are aligned with the severity of the behavior, but do not exceed five consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period suspension exceeding five consecutive days, a second conference is scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the fifth day of suspension.

9. Meaningful Access to Education

Students serving suspension complete all academic work in order to continue to access their education during the term of the suspension. Arrangements shall be made to provide the student with access to instruction, classroom materials and resources, and current assignments to be completed during the length of the suspension. The Principal or designee coordinates with the suspended student's teachers to arrange for the student's access to appropriate instructional materials, resources, and assignments during the term of the suspension and formulates a plan to ensure that the student makes appropriate daily learning progress. In extreme cases of a long-term suspension exceeding five consecutive days of suspension, the school may provide a Charter School staff such as a tutor or other aide to support the student's continued education during their required absence from school.

10. Suspension pending outcome of an Expulsion Process

A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. Pending an expulsion, the student

may be suspended until the conclusion of the expulsion hearing when a decision to expel or to not expel has been reached and communicated to the student's parents. This suspension could last up to 40 additional days (up to 10 days for the pre-expulsion conference plus up to an additional 30 days for the expulsion hearing).

Access to Education During Expulsion and Appeals Hearings: Students are provided all classroom assignments and related materials with the expectation that these assignments are completed during the expulsion and appeal hearings. The Principal directs each teacher to create a packet of missing assignments from each class once a week, including all classwork, homework, and assessments. The Principal or designee delivers these assignments to the suspended or expelled student, by mail, by email or in person.

11. Expulsion Procedures

Within five (5) days of the first day of suspension for an expellable offense, a pre-expulsion conference will be held (unless it is deemed necessary to extend the suspension an additional five (5) days pending further investigation). If a recommendation for expulsion is made at the pre-expulsion conference a parent may request that a hearing be held. If a hearing is requested, an Expulsion Hearing will be scheduled within 30 days of the date the Charter School notifies the student and family involved there is a recommendation for expulsion. If a recommendation for expulsion is not made, then the student must return to their previous educational setting at the end of the suspension term. Students recommended for expulsion are entitled to a Hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or Assistant Principal makes a recommendation for expulsion. Pending the expulsion hearing, the Charter School will ensure that the student attends an appropriate interim placement arranged for by the Charter School. The Administrative Panel shall conduct the expulsion hearing. The Administrative Panel shall hear the case, and make the expulsion determination. The hearing shall be confidential.

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

1. The date and place of the expulsion hearing;
    a. A statement of the specific facts, charges and offenses upon which the
    b. proposed expulsion is based;
2. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
3
4. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
8. The right of parent to request a postponement of the Hearing.

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
2. At the discretion of the hearing officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
3. The hearing officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
4. The hearing officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
5. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The hearing officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
6. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or

persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

7. 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.

8. 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.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. For discretionary expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Administrative Panel shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the

Administrative Panel or Executive Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases the Administrative panel may decide to suspend the enforcement of a students' duly processed expulsion. Students who are placed on expulsion with suspended enforcement would either return to their previous school setting, or the hearing panel may determine that an opportunity transfer to another school would be most appropriate for the rehabilitation of the student. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., "straight expelled") if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the Charter's rules and regulations governing student conduct.

Written Notice to Expel
The Principal or designee, following the Administrative Panel's determination to expel, shall send written notice of the decision to expel, including Administrative Panel's adopted findings of fact, to the student or parent/guardian within five (5) school days following the Hearing. This notice shall also include the following:

1. Notice of the specific offenses committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. The expulsion appeals process.
4. The reinstatement eligibility review date.
5. A copy of the rehabilitation plan.
6. The type of educational placement during the period of expulsion

GALS will maintain data for all students including:
• Suspensions
• Expulsions & Expulsion Placements
• Reinstatements
• Out of District Expellees

Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Los Angeles County Office of Education and LAUSD upon request.

Expulsion Appeals Procedure
An expulsion may be appealed within ten business days of the date on the written notice to expel and must be submitted in writing to the Executive Director or Principal; the appeal may be sent via the United States Postal Service or brought, in-person, to the school.

The appeal is heard by an Expulsions Appeal Panel appointed by the Board. The Expulsions Appeal Panel consists of three neutral and independent public school employees not employed by GALS. Members of the Expulsions Appeal Panel are impartial; no member shall have been a member of the GALS Board (or designated committee) that conducted the pupil's initial expulsion hearing or otherwise participated in the disciplinary process.

The expulsion appeal hearing is conducted within 15 (fifteen) school days of the request for an appeal in a closed setting unless otherwise requested by the appellant. An appeal before the Expulsions Appeal Panel determines whether the student received a fair expulsion hearing and whether due process was followed. The panel shall consider whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. This is to ensure impartiality and fairness.

The Expulsion Appeals Hearing follows set procedures. If there is any new information submitted by the parents to inform the hearing, they are reviewed by the Expulsions Appeal Panel. The student and parents have the right to counsel and may be asked to give a statement. The Expulsions Appeal Panel questions the pupil and the Charter School. The appeals panel can decide to reinstate the student or uphold the expulsion from the GALS Board (or designated committee). The Expulsions Appeal Panel shall prepare a final written decision, including any findings or conclusions required for that decision. Parents shall receive written notification by certified U.S. Mail of the final decision and summary of findings and conclusions within three (3) calendar days of the conclusion of the Expulsion Appeals Hearing. The Expulsion Appeals Panel's final decision also shall be delivered by the most expedient means of communication identified by the parent/guardian and student at the hearing (telephone, e-mail, etc.).

In the event that the Expulsions Appeal Panel reverses the expulsion decision, the student shall be immediately reinstated. The decision of the Expulsions Appeal Panel is final. GALS shall be responsible for the appropriate interim placement of students during and pending the completion of the student expulsion or appeals process. During suspensions, suspension appeals, and expulsion hearings, students are provided all classroom assignments and related materials with the expectation that these assignments are completed during the expulsion hearings. The Principal or Assistant Principal direct each

teacher to create a packet of missed assignments from each class once a week, including all classwork, homework, and assessments. The Principal or Assistant Principal delivers these assignments to the suspended or expelled student, by mail, by email or in person.

In the event of a decision to expel a student, the Charter School will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If a student is recommended for expulsion and the student receives or is eligible for special education, GALS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center. In the event of an expulsion appeal, the student remains at the alternative placement until the expulsion is overturned and the student is reinstated at GALS.

Expelled Pupils/Alternative Education The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence.

12. Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours.

Readmission
The Charter School shall mail written notification to parent(s) within 30 days prior to the end of the expulsion term. This notification will request parent(s) to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. The Charter's governing board shall review the reinstatement documentation and vote to reinstate or not during closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. If the board votes to reinstate the student, the Charter School shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the GALS Board, the GALS Board will revisit at a later date not to exceed one (1) year.

Notice to Teachers
GALS shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

1. Certificated Staff Members

The GALS Charter School, Inc. Board shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.).

GALS teachers will participate in the California State Teachers' Retirement System (STRS). GALS's Principal, with the assistance of the Charter School's back-office services provider, coordinates such participation, as appropriate, with the social security system or other reciprocal systems. GALS shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for STRS or similar programs. All withholdings from employees and GALS will be forwarded to the STRS Fund or another alternative plan as required.

2. Classified Staff Members

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law and will also be able to participate in a 403(b) program offered by the school.

3. Other Staff Members

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law and will also be able to participate in a 403(b) program offered by the Charter School.

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(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, GALS does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

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(c)(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(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Girls Athletic Leadership School Los Angeles
8015 Van Nuys Blvd
Panorama City, CA 91402

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   Director/Principal
   Girls Athletic Leadership School Los Angeles
   8015 Van Nuys Blvd.
   Panorama City, CA 91402

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the Charter School voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

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

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the Charter School at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District

policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Girls Athletic Leadership School Los Angeles] (also referred to herein as "GALS" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(5)(A)(iii).)**

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

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

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.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

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

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and

all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."* (Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities

Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

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

Charter School shall 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

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 dettraermined 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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus,

youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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(c)(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)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(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. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

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

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(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(c)(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(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration,

administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   Director/Principal
   Girls Athletic Leadership School Los Angeles
   8015 Van Nuys Blvd.
   Panarama City, CA 91402

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Los Angeles, California 90017

Director/Principal
Girls Athletic Leadership School Los Angeles
8015 Van Nuys Blvd.
Panarama City, CA 91402

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

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

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer

irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its

operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement

to another policy, such coverage 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.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of

insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)